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ABSTRACT

The lessons in this volume, written by experienced Georgia teachers with backgrounds in law-related education, were designed for teachers new to this area of the social studies curriculum. The lessons, which are organized by grade level, include the following information: author, time required, concepts/vocabulary, main ideas, instructional strategies, objectives, teacher background, materials and resources, procedures, handouts, evaluation, and enrichment. The lessons for kindergarten and first grade include the topics: Family rules; Assault and battery; Pleasant pets; How much should I take?; Endangered species: whales; Buckle up! It's the law; The three billy goats gruff get rebuffed; Litter bug busters; Vandalism hurts everyone; Ms. Mediator, the puppet; Does this belong to you?; The web of order; Child abuse is against the law; Who will take care of me?; Justice for all; Let's not kill the water; and Too much noise! The next set of lessons are for grades two and three: Bicycle safety for everyone; Litter -- it's a mess!; Man's best friend -- pet or pest; Responsible parents and children; Family rules, government laws; What did you call me?; Classroom constitution or we the people; The resolution tree; Save me!; Are you playing or breaking the law?; When you play on other's property, are you committing a crime?; Please don't hurt me; Who's calling please?; Pay for what you get; False alarms; and Air pollution kills. The volume also includes reprints of the U.S. Constitution and the Georgia Bill of Rights; ordering information; user report form, and a list of the lessons in the grades 4-7 supplement. (DB)

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Georgia Elementary Law-Related Education Curriculum Supplements

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Lessons for
Kindergarten through Third Grade

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Georgia Elementary Law-Related Education Curriculum Supplements

Lessons for
Kindergarten through Third Grade

Developed by
The Department of Social Science Education
The Carl Vinson Institute of Government



The University of Georgia

Funded by the
Law-Related Education Program of the U.S. Department of Education

Introduction

I am proud to present you, the teachers of Georgia, with the Georgia Elementary Law-Related Education Curriculum Supplement (GELRECS) for grades K-3. This fine collection of lessons was developed under a grant from the Law-Related Education Program of the United States Department of Education during the 1990-91 school year.

The lessons in this supplement were written by experienced Georgia teachers who have backgrounds in law-related education for teachers new to this important area of the social studies curriculum. The lessons stress the development of practical knowledge about the law on age- and interest-appropriate topics. Topics and activity strategies for these lessons were also selected and developed by the teacher-authors.

Beyond being teacher-written, the lessons in this curriculum supplement demonstrate several other valuable characteristics. Each lesson:

- provides necessary teacher background in the law.
- includes original line art as an integral part of student handouts and transparency masters.
- can be easily implemented in one-to-three class periods.
- promotes a positive view of law as something citizens create and control.
- fosters higher order thinking skills through the use of activities that require students to analyze, apply, create, and evaluate.
- offers an easy-to-duplicate and distribute format.
- includes QCC correlations for K-7 social studies.
- employs a variety of instructional strategies.

Teachers using these plans will find that they require very little advance preparation. Each lesson can be implemented without additional help or resources. In addition, each plan is discrete and complete, so the teacher may use as many of the lessons as desired in any order that seems appropriate.

It is my hope that you enjoy teaching these lessons on Georgia's laws and that your experience will build a desire for more information on other curriculum products and further training in this important area of citizenship education.

John D. Hoge, Ph.D.
Assistant Professor
Social Science Education
The University of Georgia
December, 1991

Acknowledgments

This project was undertaken as a joint venture of the Department of Social Science Education and the Carl Vinson Institute of Government at The University of Georgia, Athens. Both units graciously shared their expertise and facilities, providing support for the development and production of the GELRECS lessons.

Gratitude is also expressed to the individuals that helped review and field test the lessons, often on a tight time schedule. The feedback these individuals provided greatly improved the quality of our final product.

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Introduction

Acknowledgments

Credits

Kindergarten and First Grade Lessons

(Lessons are arranged alphabetically by author. When you remove a lesson for duplication, please put it back in its correct place according to the Table of Contents to make later location and use easier.)

Family Rules (5 pages)

Donna R. Bishop

This lesson enables students to discover the purpose of family rules and the importance of following the rules made by their families.

Assault and Battery (7 pages)

Donna R. Bishop and Ann Blum

This lesson teaches students that when they threaten or harm other people they can be punished and held responsible for their actions. Students learn that neither assault nor battery is the best way to resolve conflict.

Pleasant Pets (8 pages)

Donna R. Bishop

This lesson informs students of pet ownership responsibilities defined by Georgia's laws.

How Much Should I Take? (5 pages)

Donna R. Bishop

This lesson introduces basic safety precautions in handling medicines and teaches students that misuse of medicine is harmful and illegal.

Endangered Species: Whales (8 pages)

Donna R. Bishop

This lesson broadens students' awareness and knowledge of the environmental laws that protect endangered animals.

Buckle Up! It's The Law (7 pages)

Donna R. Bishop

This lesson teaches students the seatbelt law and how to use seatbelts properly.

The Three Billy Goats Gruff Get Rebuffed (8 pages)

Donna Carney

This lesson introduces students to the meaning of trespassing and its legal consequences.

Litter Bug Busters (5 pages)

Eloise T. Glorieux

This lesson informs students of laws about littering and helps them learn how to assist in keeping their environment clean.

- Vandalism Hurts Everyone (6 pages)** **Eloise T. Glorieux**
This lesson teaches students about the nature and consequences of vandalism.
- Ms. Mediator, The Puppet (6 pages)** **Janice Habersham**
This lesson teaches students how to use mediation as a way to settle disagreements without fighting, name calling, or having bad feelings.
- Does This Belong To You? (6 pages)** **Janice Habersham**
This lesson gives students a basic understanding of Georgia's theft laws and helps students recognize that treating others' property with care is important.
- The Web Of Order (4 pages)** **Janice Habersham**
This lesson helps students understand the reasons for rules in the classroom.
- Child Abuse Is Against The Law (6 pages)** **Janice Habersham**
This lesson teaches children they have the legal right not to be abused and provides them with knowledge about reporting child abuse.
- Who Will Take Care Of Me? (7 pages)** **Kimberly M. Lord**
This lesson informs students of Georgia's child custody laws.
- Justice For All (4 pages)** **Evelyn Wages**
This lesson introduces students to the concept of justice and its achievement through rules and laws applied equally to everyone.
- Let's Not Kill The Water (6 pages)** **Evelyn Wages**
This lesson informs students of state and federal laws that help protect our water and teaches students ways they and their families can prevent water pollution.
- Too Much Noise! (5 pages)** **Evelyn Wages and Ann Blum**
This lesson raises student awareness of noise as a problem that can endanger health and safety and informs them about laws regulating noise.

Second and Third Grade Lessons

(Lessons are arranged alphabetically by author. When you remove a lesson for duplication, please put it back in its correct place according to the Table of Contents to make later location and use easier.)

- Bicycle Safety for Everyone (14 pages)** **Joyce Alexander**
This lesson informs students of Georgia's bicycle safety laws and provides practice in the democratic lawmaking process.
- Litter--It's A Mess! (5 pages)** **Jane Anderson**
This lesson informs students about Georgia's litter laws and makes them more aware of the role they play in keeping the environment clean.

- Man's Best Friend--Pet Or Pest? (8 pages)** **Jane Anderson**
This lesson informs students of Georgia's laws about pet care and stresses the responsibilities of ownership.
- Responsible Parents And Children (7 pages)** **Jane Anderson**
This lesson informs students of their own and their parents' legal responsibilities to each other.
- Family Rules, Government Laws (8 pages)** **Andrew Faraca and Ann Blum**
This lesson teaches students that rules have purposes, vary among groups, and generally carry consequences.
- What Did You Call Me? (7 pages)** **Sharon Fletcher and Kathleen Judge**
This lesson informs students of Georgia's laws regarding libel and slander and their liability regarding such statements.
- Classroom Constitution Or We The People (6 pages)** **Eloise Glorieux**
This lesson provides students with a basic understanding of what a constitution is and how it is used to make rules. It also stresses the importance of rules and provides practice in democratic rule-making.
- The Resolution Tree (6 pages)** **Janice Habersham**
This lesson teaches students a non-violent conflict resolution process.
- Save Me! (14 pages)** **Carol Strickland Hall and Ann Blum**
This lesson introduces students to the many animals that are endangered, the reasons they are endangered, the laws protecting endangered species, and ways students can help protect endangered animals.
- Are You Playing Or Breaking The Law? (5 pages)** **Carol Strickland Hall**
This lesson teaches students Georgia's laws on the crime of battery.
- When You Play On Other's Property, Are You Committing A Crime? (9 pages)** **Carol Strickland Hall**
This lesson introduces students to Georgia's trespassing laws and helps them understand why trespassing is unwise.
- Please Don't Hurt Me! (11 pages)** **LoDoris Leavell**
This lesson teaches students about their legal right not to be abused and helps students identify community resources for reporting child abuse.
- Who's Calling Please? (7 pages)** **LoDoris Leavell**
This lesson teaches students that making harassing, obscene, or threatening telephone calls is a crime. Students also learn what to do if they or their families receive such calls.
- Pay For What You Get (5 pages)** **Evelyn Wages**
This lesson introduces Georgia's laws prohibiting shoplifting and informs students that these laws apply to children as well as to adults.

False Alarms (9 pages)

Evelyn Wages

This lesson informs students about Georgia's false alarm laws and provides practice in making emergency service calls.

Air Pollution Kills (6 pages)

Evelyn Wages and Ann Blum

This lesson introduces students to the problems of air pollution, laws regulating air pollution, and ways to reduce air pollution.

Appendix

The Constitution of the United States of America (15 pages)

The Georgia Bill of Rights (3 pages)

Ordering Information (1 page)

User Report Form (1 page)

Lessons in the 4-7 Supplement (4 pages)

Kindergarten and First Grade Lessons



FAMILY RULES

GRADE LEVEL: K-1 **AUTHOR:** Donna R. Bishop

TIME REQUIRED: Two class periods

CONCEPTS/ VOCABULARY:

Rules; consequences; legal rights; legal responsibilities

MAIN IDEAS:

- a. Families establish rules in order to promote safety, health, and order.
- b. The law gives parents or guardians the right and responsibility to establish reasonable rules and to enforce these rules with reasonable punishments.
- c. Good rules have a purpose, are clear, and can be followed.

QCC CORRELATION:

Content

- 1-7. Discusses rules of the family unit

Skills

- K-1. Acquires information through observing and listening
- 1-5. Constructs and uses simple graphs and charts, e.g., bar, line and circle graphs

INSTRUCTIONAL STRATEGIES:

Data-collecting on chart paper
Questioning rules followed at home
Decision-making concerning what makes good rules
Discussing the consequences of following or not following rules

OBJECTIVES:

The learner will:
--name examples of rules families have.
--list the possible positive and negative consequences of following or failing to follow family rules.
--identify children who are following family rules.
--tell what makes good rules.

TEACHER BACKGROUND:

Parents have considerable power over the lives of children under the age of 18 who are not married or declared emancipated minors by a court.

Parents can represent their children in court and they can require that the children live with them. They can expect children to obey reasonable rules and demands. Children do not, however, legally have to obey parents' rules or demands if those rules or demands are illegal.

Parents have the right to punish their children in a reasonable way, but children have the **RIGHT NOT TO BE ABUSED**. Georgia law protects children from physical and/or emotional abuse.

Parents also control the personal property of their children. Parents have a right, for example, to the earnings of a minor child, although many parents do not exercise that right.

It is the duty of each parent to provide for the maintenance, protection, supervision, and education of the child until the child reaches the age of majority. Under the law, maintenance means food, clothing, housing, and medical care. The law also sets an obligation for parents to see that children go to school until they are 16.

(Note that, under Georgia law, a "deprived child" is one who is without proper parental care or control, sustenance, education as required by law, or other care or control necessary for physical, mental, or emotional health or morals. If a court finds a child to be deprived, it can require certain behaviors of the parents.)

To provide supervision, parents make rules. It is the responsibility of the parent to establish rules for the well-being of the child, and it is the child's responsibility to follow these rules until he or she can make decisions on his or her own.

MATERIALS AND RESOURCES:

Chart paper, headed as shown.

Magazines with pictures of children and families in a variety of settings; masking tape; marking pen; scissors

PROCEDURES:

1. Ask the students to name things they "have to do" at home. List about ten of their responses on the middle section of the chart paper making sure that the list contains a representative selection of typical family rules such as "Make my bed," "Be home by dark," and "Help wash the dishes."
2. Ask the students what happens if they DON'T do the things they "have to do." List their responses on the chart paper in the left section under the "sad face." Probe the students to see if these bad things that happen make them feel bad, too.
3. Now ask what happens if students DO what is asked of them or follow their parents' directions. Are they given special privileges, money, hugs, or smiles? List students' responses on the right section under the "happy face."

Ask the students how they feel about their rewards for doing what they are supposed to do. Point out that sometimes we are not given anything for following rules, but that we may still feel good because we did what was right.

4. Redirect the students' attention to the middle column and ask what they call these things we all "have to do" at home? (They may be called home rules, rules, or family rules.)

Write **FAMILY RULES** at top of middle section of chart and point out that we have rules we follow at home just like our rules at school.

5. Point out that the "happy and sad face" sections are our **CONSEQUENCES**; they tell what happens if we do what is asked of us or if we don't do what is asked of us.

Read the "happy face" column and tell the students that this is what happens when we follow a rule.

Read the "sad face" column and tell the students that this is what happens when we don't follow the rules.

6. Tell the students that there are several ways of identifying a good rule.

- a. A good rule is clear. This means you can understand what the rule means. What if a rule said "Never try to obfuscate the teacher's dictums." Would that be a good rule? (No. Not unless, you know what it means.)

Have students look at the family rules on the chart. Check to see if they understand them. If not, make them clearer. (Be particularly careful of words or phrases that are vague or imprecise. For example, a rule could say "Don't hit." But, don't hit what? a wall? a person? a ball? The rule needs to be clarified to say, "Don't hit people.")

- b. A good rule can be followed. That means you can do what the rule says. What if a rule said that "All children must leave the room by flying out the windows." Is it possible to do that? Is that a good rule? (No.) Have students look at the rules on the chart. Check to see that all of them can be followed. (Point out that some rules are harder to follow than others.)

- c. A good rule has a purpose. Ask: What if your class had a rule that said "All children must wear paper rabbit ears to class every day." Is that a good rule? Would it be okay for an Easter party, but not every day? Is it silly? Does it have any sensible purpose? (No.)

Have students re-examine the family rules on the chart. For each one, write down its purpose--order, safety, health, etc. Cross out any rules that do not seem to have a good purpose, but do not, at this point, try to generalize.

Period Two

1. Briefly review what was learned in the first period.
2. Distribute the magazines and ask the students to cut out pictures that show where a rule has been followed in a family. After about five minutes allow the students to come up

one or two at a time and tape their pictures to the wall or chalkboard. Ask each child to explain the rule shown in his or her picture. With masking tape and marking pen clearly label each picture to show what rule is being followed.

Now ask the students if they see two or more rules that have similar reasons that can go together. Have them explain their groupings. Example: Rules to keep children safe at home; rules to keep the house clean and neat; etc. Move the pictures so that they are in groupings.

Summarize by stating that all families have rules to follow. Stress that rules help families get along, stay safe, and remain healthy. Explain that it is important for you to follow your family rules until you are old enough to make decisions for yourself. Until then your parents have a legal right to set up rules for you to follow, and you have a legal responsibility to follow rules set by your parents.

3. Tell the students that parents have a legal right to punish children (in a reasonable fashion) for not following the rules. (If necessary the teacher should go back over the negative consequences on the chart to give examples of reasonable punishment.)

Also, point out it is against the law for your parents to make you do something illegal. (Teacher should cite examples: steal, harm others, not tell the truth.)

EVALUATION:

- Have students divide a sheet of paper in half, and draw a picture of a family rule that is easy to follow on one side and a rule that is hard to follow on the other. Allow the student to write about the drawings using inventive spelling.
- Ask students the following questions about their rules and pictures.
 - a. What is the rule's purpose? Possible purposes could be written on the board, and given initials for students' ease in labeling drawings. For example:

S-Safety
O-Order
H-Health
 - b. Can these rules be followed if you try? Students should write Y or N. Discuss any no's.
 - c. Are the rules clear? Discuss to check for understanding.
 - d. What happens if you follow rules? What happens if you don't?

Collect labeled drawings and use, along with observation, for evaluation.

ENRICHMENT:

- Have students suggest personal rules they would like to follow and write them on chart paper or chalkboard. Examples of rules would be eating the right foods or completing assignments before lunch.

- Ask students to tell about any rules at home that are hard to follow. Have them explain why these rules are hard to follow. Encourage the students to make a weekly progress report of the hardest rule to follow. These sheets could be taken home or left at school.

EXAMPLE OF PROGRESS REPORT

Name _____

My hardest rule to follow is _____

	Yes	Sometimes	No
Sunday			
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			

ASSAULT AND BATTERY

GRADE LEVEL: K-1 **AUTHOR:** Donna R. Bishop

TIME REQUIRED: One class period

CONCEPTS/VOCABULARY:

Assault; battery; crime; delinquent act; intent

MAIN IDEAS:

- a. Intentionally injuring--or threatening to injure--other people is a crime for which people can be punished.
- b. Laws provide protection against harmful acts.
- c. Conflicts can be better solved by taking time out and talking things out.

QCC CORRELATION:

Content

- K-6. Identifies examples of basic needs and wants of individuals
K-18. Predicts the consequences of responsible and/or irresponsible actions
1-12. Identifies the need for rules in the school and community

Skills

- K-1. Acquires information through observing and listening
K-10. Identifies and states a problem related to personal experience
1-14. Chooses appropriate solutions to a problem

INSTRUCTIONAL STRATEGIES:

Questioning about assault and battery
Interpreting assault and battery situations presented in visuals
Discussing assault and battery scenarios
Brainstorming ways to resolve conflicts peacefully

OBJECTIVES:

- The learner will:
--discuss previous experiences of harming or being harmed by others.
--define and identify assaults and batteries.
--list ways to resolve conflicts without assault and battery.

TEACHER BACKGROUND:

The law protects us from people who might harm us. Protecting people from harmful acts is needed to maintain a safe and orderly society. Much of our legal protection from harmful acts of others comes from Georgia's laws on assault and battery.

Assault

Simple assault occurs when a person either (a) tries to commit a violent injury to another person, or (b) commits an act which makes another person think he or she is in immediate danger of receiving a violent injury. Simple assault is a misdemeanor.

Aggravated assault occurs when a person (a) assaults another with intention of murdering, raping, or robbing, or (b) uses a deadly weapon or any object which is likely to, or actually does, result in serious bodily harm. Aggravated assault is a felony, and the penalty is 1-20 years. Aggravated assault against a police officer, corrections officer, or person 65 years or older carries stiffer penalties. (O.C.G.A. 15-5-20-21)

The crime of making terroristic threats (O.C.G.A. 16-11-37) is a form of assault. It occurs if a person threatens to harm another or his/her property with intent of terrorizing. Making terroristic threats is a felony that is punishable by imprisonment for one to five years.

Battery

Simple battery occurs when a person intentionally makes physical contact of an insulting or provoking nature with another person or intentionally causes harm to another person. Simple battery is a misdemeanor, although the penalty can be more severe if a person 65 years or older is harmed.

Battery occurs when a person intentionally causes substantial or visible bodily harm to another. Battery is a misdemeanor, but a third conviction for battery is a felony.

Aggravated battery occurs when the act is malicious and the harm done is more severe, (e.g., depriving a person of part of the body, rendering a member of the body useless, or seriously disfiguring someone). This is a felony carrying a penalty of 1 to 20 years. The penalty is more severe if a person harms a police or corrections officer or someone 65 years or older. (O.C.G.A. 16-5-23, 24)

Both assault and battery are intentional torts. Torts are wrongful acts or failures to act that harm or interfere with a person or property. Torts can be unintentional (negligent) or intentional. Some intentional torts are also crimes. A tort is always tried as a civil lawsuit. This means that a person committing assault and/or battery can be sued by the harmed party(s) for damages in a civil case. In tort law, assault can be defined as a threat of bodily harm. No actual touching or injury need occur. The tort of battery can be defined as the intentional touching of another without consent.

Penalties for children: The law generally expects that young children will be disciplined by their parents or guardians for acts such as assault and battery. An older child would appear before the juvenile court. The severity of the delinquent act and record of the child would affect the penalty. Possibilities are probation (court supervision) with requirements or commitment to the Division of Youth Services. Under Georgia law, a parent may be held liable for property damaged by a child's actions.

Note: The terms "assault" and "battery" are often used together.

MATERIALS AND RESOURCES:

Handout

1. Is this Assault or Battery?

PROCEDURES:

1. Ask: How many of you have been hit or hurt by someone? (Allow the children to share experiences.) How did you feel? (sad, hurt, shocked, etc.) What did you want to do about your hurt? (hit back, cry, tell an adult, etc.) Did the person who hurt you get in trouble? Why? Why not? (Allow the children to elaborate.)

Then ask: How many of you have hurt someone? Was it on purpose or by accident? How did you feel? How do you think the person felt that you hit? Did you get in trouble?

2. Explain that in our society, our law protects us from people who harm us. These same laws punish us if we harm someone else. Our law protects us just like our classroom rules protect us. What happens when we hurt someone at school or someone harms us at school? (Elaborate and allow the students to share their knowledge of what might happen.)

Explain that in our society, we make laws to protect people from being harmed by others. Laws make harmful acts crimes. If a grown up commits a harmful act that is a crime, then that person may have to pay a fine and/or spend time in jail or prison. If a child under 18 commits a crime, it is called a delinquent act and the child will be punished.

Tell the students that there are many kinds of crimes. Hurting someone intentionally--by hitting or kicking--is a crime. It is a crime with two names--ASSAULT and BATTERY (write the words on the board). Explain that in this lesson the students are going to learn more about this crime.

3. When you attack someone to hurt them, or even when you threaten to hurt someone and it looks like you can carry the threat out, it is called ASSAULT.
4. Distribute Handout 1 and tell the students that they are to look at the pictures as you read the story that goes with each. Have the students look at drawing number one and read the story about Paul and David.

Drawing Number One

Paul and David are on their way to school. They have an argument and get really mad at each other. David pulls a pencil out of his notebook and says, "If you don't say I'm right, I'll stab you with this pencil." Paul sees the pencil and is scared. David knows he wouldn't really hurt Paul, but Paul doesn't know that.

Ask the students the following questions:

- a. Did David say he was going to hurt Paul? (Yes.)
- b. Does it look like David could hurt Paul? (Yes.)
- c. Was David really going to hurt Paul? (No.)
- d. Did Paul know David wasn't going to hurt him? (No.)
- e. How did Paul feel? (Paul felt scared and he felt like David would hurt him.)

Explain that this is an example of ASSAULT. David threatened Paul, and David seemed capable of carrying out the threat with the pencil. (Students should write ASSAULT under picture 1.)

Drawing Number Two

Have students look at drawing number two. Tell the following story about Lucy and Robin.

Lucy is angry. Lucy walks up to Robin and pushes her very hard. She yells, "Stop talking about me!" Robin falls and hurts her arm.

Ask the students the following questions:

- a. How did Lucy feel? (Angry.)
- b. What did she do? (Push Robin.)
- c. Was Robin hurt? (Yes.)

Explain that when you touch another person without the person's permission and harm that person, it is called **BATTERY**. Battery is actual contact without permission and with intention to harm. (Have students write BATTERY under Picture 2.)

Drawing Number Three

Have students look at drawing number three. Then read the following story.

John and Bob are playing cars. John gets mad at Bob and throws a metal car at him--hard. Bob jumps out of the way and the car just misses his head.

Ask:

- a. Did John hurt Bob? (No.)
- b. Was John intending to hurt Bob with the car? (Yes.)
- c. Would this be assault or battery? (Students respond.)

Explain that this was a case of assault. The car did not touch Bob, but John had aimed it right at Bob. If the car had hit Bob, this would have been an assault and battery.

Drawing Number Four

Have students look at drawing number four. Explain the story:

Rick is coloring a picture. Donna has been arguing with Rick. Suddenly Donna rushes up behind Rick, grabs the crayon, and stabs it into the back of Rick's hand. Although Rick is not seriously hurt, Donna's actions make him cry.

Ask the students the following questions:

- a. What did Donna do? (Grabbed the crayon and stabbed Rick's hand.)
- b. Would this be an assault or battery? (Students respond.)

Explain that this is an example of a battery. Donna physically attacked Rick with the crayon. Donna intended to do what she did.

5. Review the meaning of assault and battery. Allow the students to ask questions about incidents that they have experienced. Clarify that accidents and incidents that happen unintentionally are not considered assault or battery. Review the following incidents to establish this idea.

- a. What if John is running and accidentally knocks Carol down because he doesn't see her? Is that an assault or battery? It is an accident. To be a crime, the action must be intended. "Intended" means that the person meant to do it. Are following acts intended?
- b. In a crowded elevator, Hank accidentally steps on Rob's foot. Was it intended? (No.) Was it assault and battery? (No.)
- c. Jane throws the ball and accidentally hits Karl. Was it intended? (No.) Was it assault or battery? (No.)
- d. Jane throws the ball and hits Karl. She wants to hit Karl. Was it intended? (Yes.) Was it battery? (Yes.)

6. Point out that the penalties for assault and battery are different for adults and juveniles. If a child--such as someone in the class--commits an assault or battery, he or she will be punished by the teacher, the principal, or parent. If the child is older, he or she can get in more trouble. Older children might have to go to juvenile court because assault and battery are serious delinquent acts (crimes if adults).

If an adult commits an assault or battery he or she can be sent to jail and ordered to pay a fine.

7. Ask the students to give you suggestions about how can they can avoid getting into trouble and breaking the laws about assault and battery. (Students respond.) Lead students to recognize that before we act, we need to stop and think about the situation. We can consider the consequences. We can talk out the problem with people we are angry with. We can STOP! THINK! BE CAREFUL! TALK IT OUT!

Have the class look back at the drawings in Handout 1. Ask students for recommendations of what David, Lucy, John, and Donna could have done to avoid hurting their friends and getting into trouble. What are some other ways to handle anger?

If appropriate, discuss the student examples of assault and battery situations. Seek suggestions for alternative behaviors that would not lead to trouble.

EVALUATION:

- Read the examples below to the children. Have the students pretend that the capital letter A is on the back of their left hands and that the capital letter B is on the back of their right hands. (Sketch hands with letters on the board.) Ask the students to hold up their hands to show whether each incident you read is assault (left hand), battery (right hand), or neither assault nor battery (no hands).
 - a. Hannah hits Barry because he wouldn't let her get on the swing. (battery; right hand)
 - b. Barry accidentally bumps Will when he runs down the stairs. (no hands)

- c. John deliberately trips Sally who falls down. (battery; right hand)
- d. Wendy yanks Jerry's book from his hand and throws it on the floor. (battery; right hand)
- e. Sam says he'll beat Jason up if he won't share his candy. (assault; left hand)
- f. Shelby is throwing stones and accidentally hits Jack on the leg. (no hands)

Use responses for evaluation purposes.

ENRICHMENT:

- Help the students make and display posters that say "STOP! THINK! BE CAREFUL!"; "TALK IT OUT!"; or "STOP ASSAULT AND BATTERY."
- Determine whether situations that happen throughout the school day are ASSAULT and BATTERY. Write each situation down on chart paper, determine if it is an assault and/or battery, and then write down how the conflict could have been avoided. Keep chart up in a visible place in the room. Utilize it if similar situations keep occurring.

IS THIS ASSAULT OR BATTERY?

Directions: Listen to the teacher's story. Decide if the drawing shows an assault or a battery. Write the word ASSAULT or BATTERY beneath each picture.



PLEASANT PETS

GRADE LEVEL: K-1 **AUTHOR:** Donna R. Bishop

TIME REQUIRED: Two class periods

CONCEPTS/VOCABULARY:

Cruelty; adequate care; abandonment; pet care responsibilities

MAIN IDEAS:

- a. Pet owners have legal responsibilities in caring for pets.
- b. Georgia laws protect pets and require pet owners to protect others from potential harm by pets.

QCC CORRELATION:

Content

- 1-12. Identifies the need for rules in the community

Skills

- K-1. Acquires information through observing and listening

INSTRUCTIONAL STRATEGIES:

Surveying pet ownership in the class
Discussing and illustrating pet care responsibilities
Discussing laws protecting pets
Demonstrating good and bad pet care with scenarios

OBJECTIVES:

The learner will:
--explain what good pet care is.
--discuss responsibilities of pet care according to Georgia law.
--identify situations that show breaking of laws pertaining to pet care.

TEACHER BACKGROUND:

Georgia has state laws that regulate pet ownership, especially ownership of dogs. These laws address a number of topics, including abandonment, cruelty, adequate care, inoculations, and the precautions an owner must take to keep a dangerous dog as a pet.

Abandonment

The law forbids abandoning dogs on public or private property. (O.C.G.A. 4-8-3)

Cruelty

The law prohibits a person from performing a cruel act, harming, maiming, or killing any dog (or attempting to do so). Exceptions are allowed to (1) defend one's own or

another's person or property, and (2) to kill any dog injuring or damaging livestock or poultry. (O.C.G.A. 4-8-5)

A person is guilty of a misdemeanor when his act, omission, or neglect causes unjustifiable physical pain, suffering, or death to any living animal. Exceptions are allowed for killing animals raised for food, legally hunting wild animals, or in medical or scientific research. (O.C.G.A. 16-12-4)

Care of Pets

Georgia law gives the following definitions (O.C.G.A. 4-11-2) about level of care of animals:

"Adequate food and water" means food and water which is sufficient in amount and appropriate for the particular type of animal to prevent starvation, dehydration, or a significant risk to the animal's health from a lack of food or water.

"Humane care" of animals means, but is not limited to, the provision of adequate heat, ventilation, sanitary shelter, and wholesome and adequate food and water, consistent with the normal requirements and feeding habits of the animal's size, species, and breed.

Inoculations

Local governing authorities must, to control rabies, require and make regulations about licensing of animals. Animals are to be inoculated against rabies and receive numbered tags certifying their inoculation. The tag should be attached to a collar or harness worn by the dog at all times when roaming or running free. It is a misdemeanor not to have your dog inoculated according to local government rules. (O.C.G.A. 31-19)

Dangerous Dogs

The law has very stiff rules and penalties for owners of "dangerous dogs." (O.C.G.A. 4-8-22) (Definitions of terms are given below.) These dogs must be registered with the state; they must be kept within a "proper enclosure" (or wear a muzzle and substantial leash and be under the control of a responsible person if out of the enclosure).

Dog control officers should be immediately notified if the animal gets loose or has attacked someone (or if the dog has died or has new owners). Both dangerous dogs and potentially dangerous dogs can be confiscated if not registered and properly enclosed. Owners must also purchase a bond that can be used to compensate anyone harmed by the dog. Owners of both dangerous and potentially dangerous dogs are guilty of misdemeanors (with increasing penalties) for violating the law. If one has violated the law and the dog harms someone, the owner can be found guilty of a felony and imprisoned, and the dog destroyed.

Owners are liable to civil suits by any injury or death caused by such a dog. They are not criminally liable if the dog is on the owner's property.

A "dangerous dog" is any dog that, according to the records of an appropriate authority:

- a) without provocation, on public or private property, inflicts a severe injury on a human;

- b) without provocation after the dog has been classified as a potentially dangerous dog and after the owner has been notified of such classification, aggressively bites, attacks, or endangers the safety of humans .

An "owner" is any person, business, or legal entity, owning, possessing, harboring, keeping, or having custody or control of a dangerous dog or potentially dangerous dog within this state.

"Potentially dangerous dog" means any dog on public or private property that without provocation bites a human being.

"Proper enclosure" means an enclosure for keeping a dangerous dog or potentially dangerous dog while on the owner's property securely confined indoors or in a securely enclosed and locked pen, fence, or structure suitable to prevent the entry of young children and designed to prevent the dog from escaping.

Penalties

For adults, most violations of pet laws are misdemeanors. Misdemeanors carry penalties of up to one year in jail and fines. Felonies carry penalties of one year or more imprisonment.

Children under 18 years of age would come under jurisdiction of the juvenile court. However, the law expects that young children will be taught by their parents not to be cruel to or neglect pets, and that parents discipline children for such acts.

If a case should come to court (say, of excessive cruelty to someone's animal), the penalty for an older child would probably be court supervision (probation) with conditions for a period of time. Conditions might be community service hours (an animal shelter would be appropriate) or restitution (partial payment for damages.)

Under civil law, owners of an injured animal could bring a law suit against an injurer. Parents would be financially responsible for damages done by their child.

MATERIALS AND RESOURCES:

Handouts

1. About My Pet
2. What Does This Pet Need?

Chart paper

PROCEDURES:

Period One

1. Ask the students how many of them own pets. Briefly survey the students to determine the types of pets they own. Write the results of the survey on the chalkboard. Question the students to see if they understand why people want to own pets (companionship, prestige, protection, amusement).
2. Stress that there is a lot of responsibility that goes with owning a pet. All pets need adequate food and water. (Write FOOD and WATER on chart paper or chalkboard.)

Georgia Elementary Law-Related Education Curriculum Supplements

Pleasant Pets

ADEQUATE means the right amount for a particular animal to live and prevent starvation (extreme hunger) or dehydration (extreme thirst). Each kind of pet needs a different amount of food and water. For example, would you feed a pet hamster the same way you feed an adult dog? (No.) Does a hamster need as much water as a dog? Does it need as much food?

3. Care of a sick pet is another responsibility of pet ownership. The veterinarian takes care of most pets when they are sick. Sometimes you get information about health care from pet stores or books. Most pets will need special care when sick, or shots for disease prevention.

Ask: Have your pets gotten shots to prevent illnesses? Do some pets need shots? (Yes.) In fact, Georgia law requires that all dogs have regular shots to prevent a disease called rabies. Cats need rabies shots, too. Dogs and cats need shots to prevent other illnesses as well. (Write **MEDICAL CARE** on the chart paper or chalkboard.)

4. Giving your pet adequate shelter is important too. Where do you keep your pet? Is this place safe, warm, dry, and weather proof? Is it cool in the summer? All pets need shelter to protect them from weather. (Write **SHELTER** on chart paper or chalkboard.)
5. Ask: What else do pets need other than adequate food, water, shelter, and medical care. (Students may mention--exercise, play, love, grooming, etc.) These may be written on the chalkboard or chart.
6. Use the words on the chart or chalkboard to review the needs of pets and responsibilities of pet owners. Explain that the law requires you provide a pet with adequate care. Not to do so can bring a penalty.
7. Distribute Handout 1, "About My Pet," and have students draw pictures in the appropriate places. (Children can draw illustrations for an imaginary pet or a neighbor's pet if they don't have one.)

Period Two

1. Point out that there are laws that protect pets from cruel behavior. **CRUELTY** is when you don't feed your pet the adequate food, or fail to provide adequate water or shelter. What are some other ways of being cruel to your pet? (beating, overworking, torturing, leaving it uncared for, etc.) Cruelty would also be harming or trying to hurt other animals or pets. **ABANDONMENT** is when you leave your pet where it is not cared for. (Write **CRUELTY** and **ABANDONMENT** on chart paper.)
2. Explain that the first animal anti-cruelty law was passed a long time ago during the 1600s. That's about 400 years ago! Today all states have laws to protect animals from cruel treatment. Georgia's Animal Protection laws were passed so animals can be protected from cruelty. Pets are the property of the owners and the law tries to ensure that the owners care for their pets. (Write **ANIMAL PROTECTION LAWS** on chart paper or chalkboard.)
3. Ask: What happens to adults who break Georgia's Animal Protection laws? A person who breaks the law can spend up to 1 year in jail and/or have to pay a fine of up to \$1,000. This is a kind of crime called a **MISDEMEANOR**. (A **MISDEMEANOR** is less serious than a felony. A felony is when you spend more than one year in jail and/or pay more than \$1,000 in fines.)

What happens to children who break Georgia's Animal Protection Laws? Explain that the law generally expects parents to see that young children like those in the class follow the law. The case of an older child (under 18 years old) charged with a violation would go to juvenile court. Penalties would be likely to be a period of court supervision (e.g., probation) with conditions. (See Teacher Background.)

4. Explain that all people who have pets have special responsibilities. They have a responsibility to care for their pets, but they also have responsibilities to protect other people and their property from harm caused by their pets. This means pet owners have to obey certain laws:
 - a) In many places, dogs must be on leashes or confined in yards. Owners must obey leash laws. Leash laws also protect dogs from being hit by cars.
 - b) If dogs are dangerous (might bite), people need to be particularly careful. Laws say such dogs must be kept in fenced areas and that signs that say "Dangerous Dog" must be posted. These laws protect the dogs, too, by keeping them out of trouble.
 - c) If dogs sleep outside, owners need to try to keep them from annoying others with barking, particularly at night. Many cities have "noise nuisance" laws.

If these laws are broken, adult owners generally have to pay fines. Penalties are much greater if anyone is harmed by a dangerous dog, and owners can go to jail.

5. Distribute Handout 2. Have students show what is needed to be a good pet owner by drawing in what is missing. You may want to discuss what is missing in each picture before children begin to draw. Answers are: A. Water; B. Medical Treatment; C. Shelter; D. Food; E. Sign; F. Leash; G. More water; H. More space. Remind students that it is not just enough to give some water or food, it must be an adequate supply.
6. Conclude the lesson with a review. Ask: What does a pet owner need to remember? (Pets need medical care, adequate food, water, and shelter.) In what way might a pet owner be cruel to his/her animal? (In not giving the pet adequate food, water, or shelter; not getting pets immunized or medical attention, hurting the pet, abandoning the pet, etc.) What laws protect animals from cruelty? (GEORGIA ANIMAL PROTECTION LAWS.) What do you think would happen to an adult if he or she breaks the law? To a child? (See Period 2, procedure 3.) What do pet owners have to do to protect people from harm pets can do? (Obey laws pertaining to leashes, dangerous dogs, noise.)

EVALUATION:

- Tell the students that we are going to play the game "WHO'S BREAKING THE LAW?" If a person is breaking a GEORGIA ANIMAL PROTECTION LAW place your thumb down. If a person is not breaking the law, place your thumb up. (Use responses for evaluative purposes.)

SCENARIOS FOR LESSON EVALUATION

- a. Tom is going to Disneyland for a week. His pet dog will stay in the bathroom until he gets back. (Thumbs down.)

- b. It's summertime and it's very hot outside. Angela decides to go swimming without giving her pet rabbit water. (Thumbs down.)
- c. Danny's pet hamster was placed in a cage with adequate water and food. (Thumbs up.)
- d. Shayna has a cat. Her cat stays in the house with her. She cleans out the cat litter daily. (Thumbs up.)
- e. Lindsay has a gerbil. She often forgets to give food and water to her pet. (Thumbs down.)
- f. Dennis loves to fish with his grandpa. He decided fishing was more important than building a dog house for his dog. He and his father were going to do this project together because hot weather was coming soon. (Thumbs down.)
- g. Randy is feeling cross and angry. He is throwing stones as he walks home. Mrs. Jones' dog is chained in her side yard. The dog barks at Randy. Randy hits him with a stone. (Thumbs down.)
- h. Jane gets out the leash and takes her dog for a walk. (Thumbs up.)

2. Ask students to name or illustrate one responsibility of pet owners.

ENRICHMENT:

- Visit the humane society and talk to the workers about proper pet care.
- Make posters showing animals in need of proper care. Put captions on the posters like "Don't do this. It's against the law!" Display in class or school. Have the children bring in their pets one at a time. Discuss how the pet is cared for.
- Collect money and purchase a classroom mascot like a gerbil. Teach the students how to properly care for it.

ABOUT MY PET

A Drawing of My Pet

My pet's name is: _____

My Pet's Water Dish

My Pet's Favorite Food

My Pet's Shelter (or Bed)

My Pet at the Vet

WHAT DOES THIS PET NEED?



WHAT DOES THIS DOG NEED?



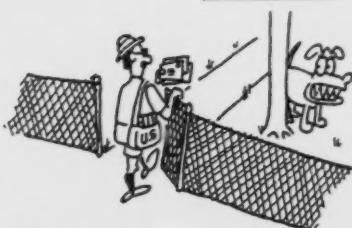
WHAT DOES THIS CAT NEED?



WHAT DOES THIS DOG NEED?



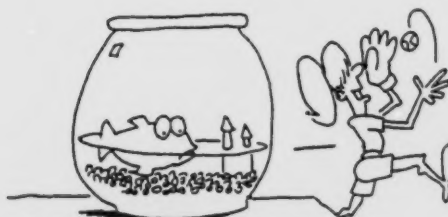
WHAT DOES THIS CAT NEED?



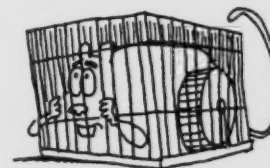
WHAT SHOULD BE PUT ON THIS FENCE?



WHAT DOES THIS DOG NEED?



WHAT DOES THIS GOLDFISH NEED?



WHAT DOES THIS GERBIL NEED?

HOW MUCH SHOULD I TAKE?

GRADE LEVEL: K-1 **AUTHOR:** Donna R. Bishop

TIME REQUIRED: One class period

CONCEPTS/ VOCABULARY:

Crime; illegal; law; prescription medicine; pharmacist

MAIN IDEAS:

- a. Medicines come in different forms.
- b. Prescription medicine comes only from a doctor and pharmacist.
- c. Children should only accept medicines from adults they know and trust.
- d. It is important to follow instructions on medicines.

QCC CORRELATION:

Content

- K-9. Describes the role and responsibilities of the members of family units
K-12. Names and describes the roles of community helpers (grocer, police, doctor, dentist, bus driver, others)
1-7. Discusses rules of the family unit

Skills

- K-14. Participates in a group activity as a follower and/or leader
K-15. Accepts and carries out assigned tasks
1-15. Makes decisions and identifies the consequence(s) of choices
1-19. Demonstrates responsibility for one's action

INSTRUCTIONAL STRATEGIES:

Identifying kinds of medicines
Discussing appropriate adults to administer medicine
Role playing scenarios about taking medication

OBJECTIVES:

The learner will:
--analyze and name different forms in which medicine is available.
--identify adults from whom they should or should not accept medicine.
--explain why they should not use prescription medicine or any type of medicine on their own.

TEACHER BACKGROUND:

The high levels of drug abuse in our society make it critical that even very young children recognize the difference between properly used, properly obtained, legal medicine and illegally obtained and used drugs. To be secure, children need to identify appropriate adults who are responsible for their health care as opposed to other adults and children who might harm them by administering medicine incorrectly, or giving them illegal drugs.

MATERIALS AND RESOURCES:

Transparency Master

1. Medicine Cabinet

Examples or pictures of different medicines (optional)

PROCEDURES:

1. Discuss medicines with students by asking questions and using examples. Medicines come in different forms. Can you look at these pictures and name the forms? (Student's respond) Right! Medicines come in sprays, pills, creams, and powders. Another name for pill is tablet. Some medicines that are liquid and spray are taken by mouth. Some liquids and sprays are applied to the skin and not to be taken by mouth. Some medicines look alike but are not the same and are not used the same way. (Examples: Pepto-Bismol and Calamine Lotion) Medicines come in different colors.
2. Help children read labels or read to them labels on pictures of medicine containers. Explain that some liquids such as cough syrup are swallowed, and some liquids such as eye drops are taken into the body in other ways. Directions tell how medicine should be used. Using the medicine in any other way can be very dangerous. It can make you very sick.

Some medicines are given or prescribed by a doctor. A prescription medicine is to be used by one specific person and no one else. The person's name is written or typed on the label of the medicine by a pharmacist. Pharmacists know about different kinds of medicine. Pharmacists prepare medicines doctors prescribe and can answer questions about them. Have you been to the doctor for any type of illness? Did he give or prescribe medicine for you? What kind of medicine was it? State color and form. Where did you get the medicine? How did the pharmacist know which medicine to give you? Did the medicine have directions and your name on the label?

Some medicines do not require a doctor's prescription but are purchased in a drug store. These medicines also require adult supervision. Medicines that your doctor prescribes and that you purchase in a drug store are legal. These medicines can help you when you follow the directions for using them.

3. Since you are too young to read all the directions and use medicine on your own, you should only use medicines given to you by the adult who takes care of you. Who are the adults that give you medicine? (Students respond: a doctor, parents, other adult family members, pharmacist, etc.) Usually the people you named are people who know about your health and that you trust. Never take or use medicine on your own. Always ask for help. Medicine that is taken or used incorrectly could be harmful and no longer helpful if you are sick. Medicine used according to instructions stands the greatest chance of being safe and effective.
4. Use the following questions to structure a discussion about when not to take medications:
 - a. Can you name some people you should not accept medicine from? (Classmates, strangers, young family members, adults you don't trust, etc.)

- b. Is it ever safe to take someone else's prescription medicine? (No. Do not accept prescription medicine from friends or adults who don't know about your health. Never take medicine that is not labeled.)
- c. Why do some people intentionally use medicine the wrong way? (Some people "intentionally" use medicine the wrong way. They want to feel a certain way or act differently.)
- d. What are the legal penalties for an adult who uses medicine the wrong way? (Obtaining drugs without a prescription is illegal. People who are using medicine the wrong way could pay a fine and/or go to jail. If the person is a child the parents could be held liable! Use all medicine correctly! Illegal use of medicine is a crime!)

Only a registered pharmacist or a doctor can give or sell prescription medicine. You should tell your parents or a teacher about anyone else who tries to give you medicine.

- 5. Read the following scenarios to students and get them to respond or have students role play what they should do in each situation.

Jonathon has a bad cough and cold. He really likes the cherry flavor of his cough medicine. It reminds him of cherry syrup. Jonathon knows where the bottle is and the medicine tastes so good, he thinks he might get a spoonful or two on his own.

What should Jonathon do?

What might happen if Jonathon takes the medicine?

Janice is spending the night with a friend. During the night, her head begins to hurt. Her friend Susan brings Janice a bottle of pills that Susan's mother takes when she has a headache.

What should Janice do?

What might happen if she takes the pills?

On the way home from school, Frank meets a group of older boys in the park. They are laughing and loud. One of them sees Frank and asks him if he wants to try some pills they have that will make him laugh too. They're free!

What should Frank do?

What might happen if Frank takes the pills?

Aretha has poison ivy. She was playing in the woods without permission. Now she doesn't want her mother to know where she got poison ivy. She finds a tube of cream that looks like what her brother used for his poison ivy last summer.

What should Aretha do?

What might happen if she uses the cream?

Harrison has asthma and takes several kinds of medicine--pills, liquids, and sprays--to help him breathe. He is having trouble today

but wants to pay ball, so he thinks he'll take an extra dose of his spray. If one spray helps some, two should help more, he reasons.

What should Harrison do?
What might happen if he doubles the dose?

Chris has the flu. He is supposed to take a bad-tasting medicine. He pretends to take it, but he really doesn't swallow it. When his father turns out the light, Chris spits the medicine out.

What should Chris do?
What might happen?

LaShandra's little sister has a speck in her eye and is crying but their father is taking a shower. LaShandra gets a brown bottle with a dropper out. She is ready to put the drops in her sister's eye.

What should she do?
What might happen?

Summarize and stress that students should only take medicine with the supervision of adults they trust and who know about their health. Students need to follow doctors' instructions carefully. They should not use anyone else's medicine. They should never take medicine from other children or adults they do not know and trust.

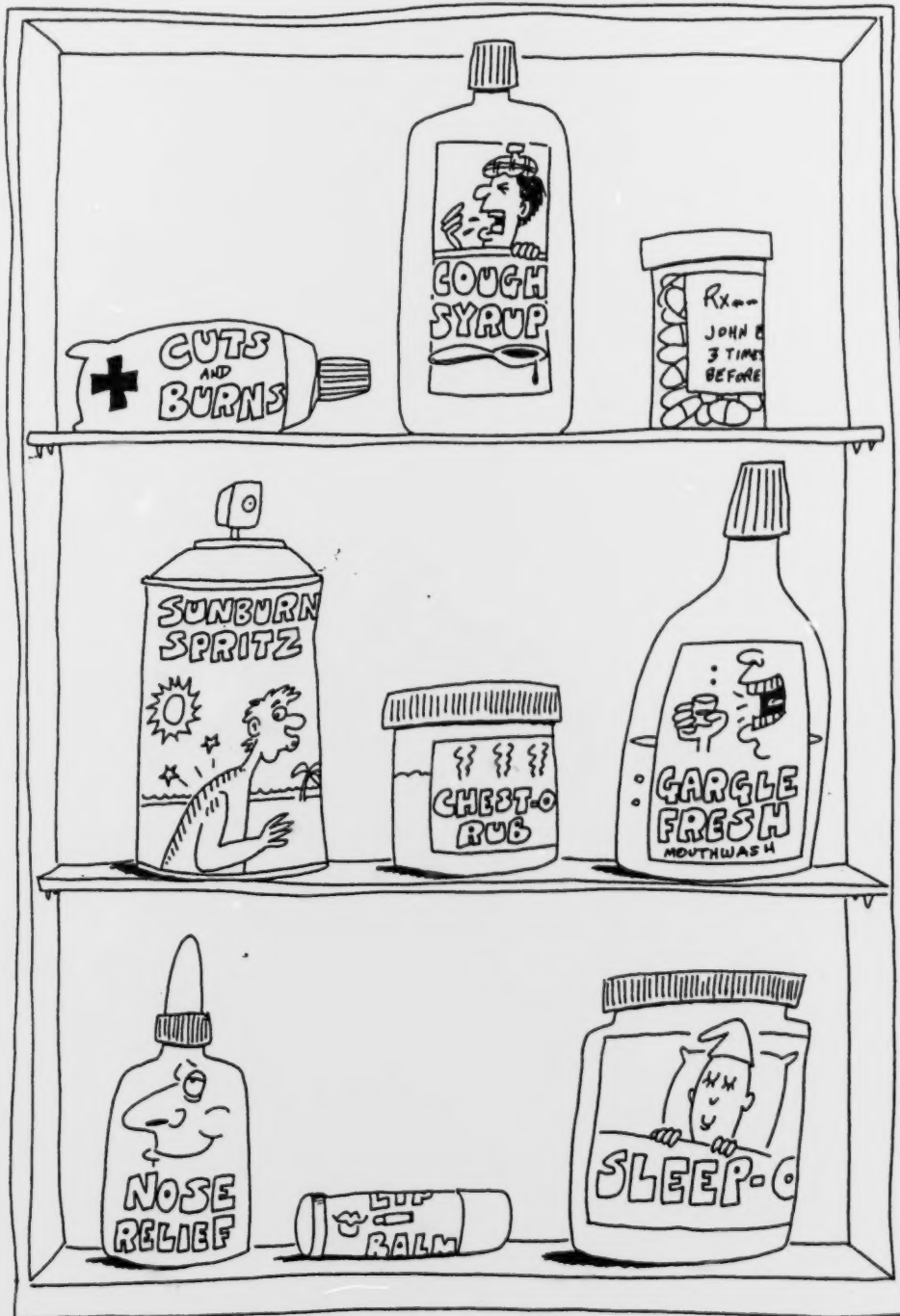
EVALUATION:

- Children can draw the adults who give them medicine and write the adult's name. (Ex. Dr. Payton, grandma, daddy, mommy, school secretary, etc.) Label, "Only accept medicine from adults who know about your health."
- Use students' responses to scenarios to assess understanding.

ENRICHMENT:

- Magazine Collage--Cut-out pictures of different medicines from magazines. Paste onto a colorful sheet of construction paper. Notice the different forms medicine comes in. Name the forms. At the top of the construction paper write "Medicine comes in different forms and should be used correctly. Store medicine in a safe place."
- Check on local school policies for students' taking medicine at school and discuss with students.
- Invite the school nurse to visit with your class. Ask the nurse to show examples of medicines and reinforce your lesson. Have students ask questions.

MEDICINE CABINET



ENDANGERED SPECIES: WHALES

GRADE LEVEL: K-1 **AUTHORS:** Donna R. Bishop and Ann Blum

TIME REQUIRED: Two class periods

CONCEPTS/ VOCABULARY:

Endangered species; extinct; whale; baleen; over hunting; pollution

MAIN IDEAS:

- a. Whales are mammals, like ourselves, with many interesting characteristics.
- b. Whales are endangered because of over hunting and pollution.
- c. Laws, treaties, and environmental organizations are working to save whales from extinction.
- d. Everyone, including students, can help to save whales.

QCC CORRELATION:

Content

- K-17. Exhibits responsible action and identifies this action in others
1-8. Describes some events and customs which are practiced by family, school, state and nation

Skills

- K-4. Organizes information in a meaningful way
K-8. Recalls and tells major ideas following a listening activity
1-8. Discusses the main idea of a passage read in class
1-14. Chooses appropriate solution to a problem

INSTRUCTIONAL STRATEGIES:

Organizing data about whales and fish onto a chart
Illustrating information about whales
Discussing reasons whales are endangered and the laws that protect them
Making posters to urge whale protection

OBJECTIVES:

The learner will:
--explain the differences between whales and fish.
--provide some facts about whales.
--explain why whales are endangered.
--tell how laws protect whales as well as other marine life.
--demonstrate a way they can help endangered animals.

TEACHER BACKGROUND:

Endangered species are specific kinds of animals whose total population is decreasing and which are in danger of dying out completely or becoming extinct. Many species of whales (sperm, humpback, blue, finback, right, sei, bowhead, and gray) are endangered; all species of whales are in need of protection.

Whales are now protected by a number of government or quasi-government bodies as well as state, national, and international laws and treaties.

The International Whaling Commission was founded in 1946 to regulate whaling to promote the conservation of whale stocks. The commission encourages and helps organize studies on whales and whaling, compiles statistics on the current condition of whale stocks, and disseminates information on methods of maintaining and increasing the size of whale stocks. The Commission sets quotas on the number of whales that can be taken each year. Stocks became so low that the Commission set a ban on commercial hunting of whales in 1986. (Not all nations have totally conformed with that ban.) In 1991, the Commission retained that ban despite pressure from the main whaling nations--Norway, Iceland, and Japan--to relax it. At issue is the level of population at which any whaling should occur. The Commission may allow limited whaling in 1992. Alaska's Eskimos are allowed 54 bowhead whales a year since these are part of their diet and culture.

The United States passed a Marine Mammal Protection Act as a result of findings that certain species and population stocks of marine mammals were in danger of extinction or depletion. The act was to help keep these animals from dropping below their optimum sustainable population. The act expressed need for more research to advance understanding on the life and role of these animals in the ecosystem. It set a complete ban on the taking of marine mammals and importation into this country of the mammals or products from them, with some exceptions. Marine mammals include whales, dolphins, otters, seals, polar bears, etc.

The U.S. Endangered Species Act of 1973 also protects whales and other endangered animals. According to the Endangered Species Act, an animal that has been identified as endangered cannot be purchased or sold in interstate or foreign commerce. The act also protects endangered animals from being hunted, shot, pursued, harmed, trapped, or collected.

The state of Georgia has an Endangered Wildlife Protection Act (1973). Several whales--including the humpback and the Black Right whales--are listed as endangered. The Black Right whale, the official Georgia marine mammal, winters off the Georgia coast and is particularly endangered. Fewer than 300 remain.

MATERIALS AND RESOURCES:

Handouts

1. About whales
2. Pictures of whales

Chart paper; construction or poster paper; pictures of various types of whales from magazines and books; optional: Recording of whale songs.

PROCEDURES:

1. Hold up pictures of whales. Ask: What is this? (Students respond.) Right! This is a whale. The whale is a huge animal that looks like a fish, but whales are not fish. Whales are mammals. Let's see what the differences are.

Write "Whale," and "Fish" as headings on a piece of chart paper. Ask the questions below and fill in answers on the chart as students respond. Example of a filled-in chart follows questions.

Are most whales larger than fish? (Yes.)

Like other mammals, whales are born alive. Most fish are hatched from ...? (Eggs.)

Like other mammals, whales are covered with ...? (Skin) Many fish are covered with ...? (Scales)

Fish can live in many kinds of water like oceans, lakes, rivers, and ponds. Whales live where? (In the ocean.)

Fish get oxygen from the water. Do whales? (No, whales need to breathe air.)

When a fish swims, how does its tail move? (From side to side.) Does anyone know how a whale's tail moves? (Up and down.)

A whale mother feeds her baby her own milk. The mother fish lays eggs. After the eggs hatch, what do the baby fish eat? (They usually catch their own food.)

Can you name other ways a whale is different from a fish? (Record student responses on chart paper.)

Whale

Mostly large

Born alive

Skin, with a bit of hair

Tails go up and down

Feed babies with their own milk

Live in saltwater ocean

Get oxygen from air

Warm-blooded, temperature stays about the same

Fish

Mostly small (compared to whales)

Most hatched from eggs

Have scales

Tails go side to side

Babies catch their own food

Live not only in ocean but freshwater, lakes, rivers

Get oxygen from water

Cold-blooded, temperature varies with water around them

2. After the chart is filled in, ask students what else they know about whales. Note responses. Distribute Handout 1, "About Whales," and read it aloud with students. After reading, discuss some of the material to ensure understanding. Ask questions such as: How big are whales? What do whales eat? Do whales talk to each other? How do they breathe?

3. Divide the class into pairs or small groups. Assign each group a topic for a picture about whales. The pictures will be displayed as a "frieze" to tell classroom visitors about whales. Students can use the models in Handout 2 or other pictures to help them draw whales.

Picture topics might be:

Baby whales swimming by their mothers.
Whales breathing out "spouts" above the ocean.
A baleen whale swimming with its mouth open to eat little shrimp.
A whale asleep just below the surface of the water.
A group of whales swimming together.
Whales singing "whale songs" to each other.
A toothed whale chasing a fish.
Baby whales playing in the ocean.

Period Two

1. Explain that whales are an endangered species. Write **ENDANGERED SPECIES** on the board. Explain that endangered species are kinds of animals whose total population is becoming steadily smaller or decreasing. This makes them in danger of dying out completely or becoming extinct. Explain that a species becomes extinct when all of its kind have died. No one can see the species then, except in pictures.
2. Using the information that follows, explain to students why whales are in danger of becoming extinct.

People have hunted whales since the beginning of history. People killed whales mostly for meat and whale oil. Whale oil was used for lamps, perfumes, soap, and for cooking. Whales were also hunted for baleen. The baleen was used for combs and brushes.

Today the United States no longer uses whales for these things. However, some countries, such as Japan and Iceland, depend on whaling for food and other products.

Unfortunately, whalers have been very greedy. They have not worried about why the whale species they were hunting was diminishing. Instead, they have just started hunting other kinds of whales. In the mid 1900s, whalers began using huge factory ships to pursue whales. In one season in the 1950s, these ships killed and processed over 40,000 whales. (In the 1850s, only about 50 whales were killed in a season.) It is easy to see why whale species have become endangered. By the 1970s, some species whales were so depleted that there was a danger of losing them all together.

Explain that not only have whales been overhunted, but that they have been harmed by other actions, particularly polluting the oceans. The pollution occurs because oceans are used for dumping chemicals, trash, and other wastes. Oil spills also cause marine life to die. Pollution contaminates the food that whales eat.

Conclude by asking students for two main reasons whales are endangered: overhunting and pollution.

3. Now look at the brighter side. Discuss with children what is being done to protect whales. See Teacher Background and summation below. Write words in capitals on board.
 - a. The UNITED STATES AND GEORGIA governments have passed LAWS that say that if an animal like the whale is endangered it cannot be harmed, killed, or captured, nor can products from that animal be sold. People who break these laws can be punished by fines or imprisonment. Of the whales protected, point out that the Black Right whale is the state marine mammal of Georgia. It has its babies off the Georgia coast. There are only about 300 of them left.
 - b. Many nations got together and formed a group called the INTERNATIONAL WHALING COMMISSION to watch over whales. Now 80 nations belong to this Commission. In 1985, this Commission forbade any more commercial whaling--because numbers of whales were so low. Unfortunately, not all governments totally enforce this ruling, but it has been beneficial.
 - c. Governments, groups, and individuals are making EFFORTS TO monitor and REDUCE ocean POLLUTION.
4. People concerned about whales and other endangered animals work together in ENVIRONMENTAL GROUPS to try to save them. One group--Greenpeace--has sent ships into the ocean to try to stop the big whaling ships from hunting. Another, the Whale Adoption Project, allows supporters to "adopt" whales, and sends the supporters pictures and information about "their" whales.
5. Discuss what the students can do to save whales. One way is to let people know that whales are in danger.

Provide children with construction paper, and tell them that they are each to draw a poster about protecting our whales. Before beginning, encourage students to think about what they want to show with their posters. Brainstorm various poster titles and write them on the board to aid students. (Examples: Save The Whales, Don't Use Oceans As A Dump, Protect The Whales, Love a Whale, etc.) Urge students to think about what they will draw. They should think about what whales look like, where whales live, how whales have become endangered, etc.

Hang the posters around the classroom or school.

EVALUATION:

- Use questions to review the lesson with students. For example: Is a whale a mammal or a fish? How does it differ from a fish? How do whales breathe? Do whales talk to each other? Why are whales endangered? How do laws like the Endangered Species Act protect whales? How does the International Whaling Commission protect whales? What can we do to protect whales? Use class responses as well as posters and drawings for evaluative purposes.

ENRICHMENT:

- Play Endangered Species Concentration!
 - a. Make 20 cards with the names and pictures of 10 different endangered animals (two cards of each animal). Possible animals are the panda, tiger, chimpanzee, rhino, bald eagle, whale, grizzly bear, otter, sea turtle, and jaguar.
 - b. Place 20 pockets on a poster sheet and number pockets 1-20.
 - c. Make sure the cards fit inside the pockets and that students can't see through the pockets.
 - d. Divide the class into two teams and play as a "memory" game. The team with the most matches win.
 - e. After the game, pass out one card to each student and allow the student to go to the media center and do research about the animal on the card.
- Make an endangered species mobile.

Materials: hanger, yarn, pictures of endangered species from periodicals or student-drawn pictures, markers or crayons, glue

- a. Have students select or draw an endangered animal on the front of a square, circle, or triangular piece of paper. Write the name of the animal on the back.
 - b. Punch a hole at the top of the paper. Put yarn through hole and tie paper to hanger. Hang mobiles from the ceiling.
- Contact the Whale Adoption Project (International Wildlife Coalition, 634 North Falmouth Highway, Box 388, North Falmouth, MA 02556) to get information about adopting a whale.

ABOUT WHALES

Whales are large mammals that live in the ocean. They are friendly animals and often travel together in groups. They talk to each other with many, many sounds. People have made records of their strange sounds, or songs. Whales also use sounds that we cannot hear. These sounds echo off objects (like ice) and help the whales find their way around the objects.

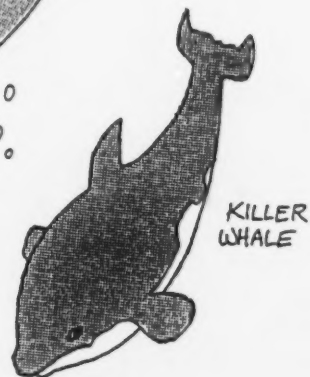
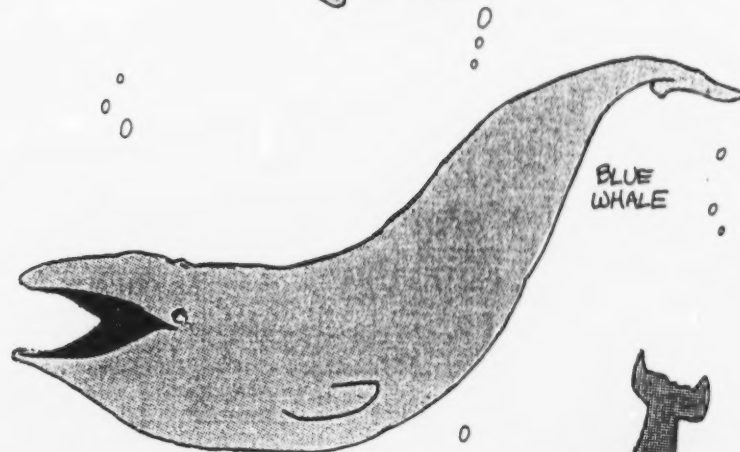
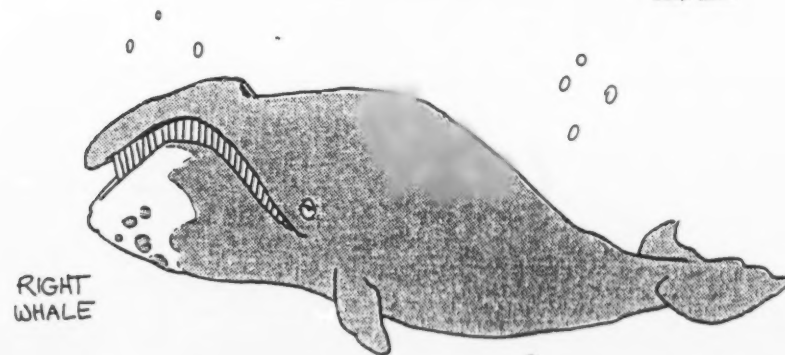
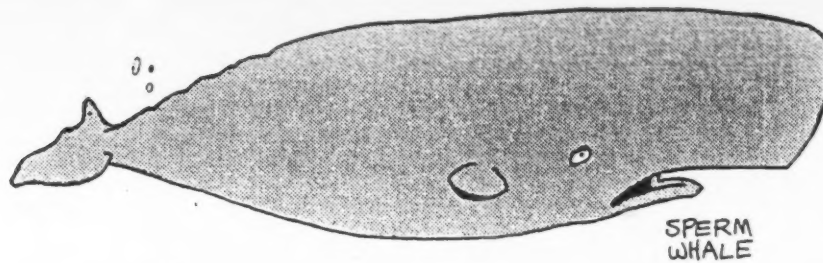
Unlike fish, whales cannot "breathe" water. They have nostrils or "blowholes" in the tops of their heads. When whales let the air out, it makes a water spout. In some whales, this spout can reach 30 feet high (taller than many houses). Whales can hold their breath for up to an hour.

There are two kinds of whales. One kind of whale has teeth that are used to catch and eat fish and squid. The other kind of whale does not have teeth. These whales have sheets of a finger-nail like material called baleen in their mouths. The baleen acts like a comb or brush. It catches the tiny shrimp-like animals (called krill) that these whales eat. Baleen whales swim with their mouths open to catch krill.

Whale babies, like all mammal babies, are born alive. They are born in the water. The babies drink their mothers' milk as they swim with their mothers in the ocean. Some whales nurse until they are six months old. Others nurse until they are two years old. Whale babies stay with their mothers for a long time.

Most whales travel a great deal. They often travel in groups. Groups of whales are called pods. When the whales travel, they move their tails up and down. They usually travel about four to five miles per hour. Some whales can go quite fast (20 miles per hour) for short distances. Whales sleep in the water, just below the surface.

PICTURES OF WHALES



BUCKLE UP! IT'S THE LAW

GRADE LEVEL: K-1 **AUTHOR:** Donna R. Bishop

TIME REQUIRED: One class period

CONCEPTS/ VOCABULARY:

Fine; seat belts

MAIN IDEAS:

- a. Georgia law requires seat belts for front seat motor vehicle passengers and infants.
- b. Because wearing seat belts can also prevent injuries and save lives, students should develop the habit of using them.

QCC CORRELATION:

Content

- K-18. Predicts the consequences of responsible and/or irresponsible actions
1-12. Identifies the need for rules in the school and community

Skills

- K-1. Acquires information through observing and listening
1-10. Recognizes and states a problem related to appropriate activities

INSTRUCTIONAL STRATEGIES:

Illustrating use of seat belts through dramatic play
Surveying seat belt use
Discussing Georgia law on seat belts
Demonstrating use of seat belts
Determining proper constraint mechanism for child
Practicing seat belt use away from school
Making reminder cards
Making decisions on seat belt laws

OBJECTIVES:

The learner will:

- state the importance of wearing seat belts and other safety restraints before a vehicle is in operation.
- explain Georgia law on wearing seat belts.
- demonstrate how to wear seat belts.
- design a reminder for wearing seat belts.

TEACHER BACKGROUND:

Traffic accidents are the number one killer of children and adults. It is in our best interest to educate children and help them practice good habits that will guide their behavior as motor vehicle passengers, and later, as automobile drivers. To change unsafe

behavior is difficult. Therefore, it is important to teach the proper use of seat belts at an early age.

Georgia law states that each occupant of specified vehicles in the front seat shall be restrained by a seat safety belt. This law applies to vehicles designed to carry 10 passengers or fewer, but excludes motorcycles, pickup trucks, vehicles equipped for off-road use, and vehicles manufactured before 1965. Certain drivers are also exempted for different reasons, including serving as rural letter carriers, delivering newspapers, driving under 15 miles per hour, providing emergency services, and doctor-certified health reasons.

A person failing to wear a seat safety belt who is also charged with other traffic violations shall be guilty of the offense of failure to wear a seat safety belt and may be fined not more than \$15. (O.C.G.A. 40-8-76.1)

Safety belts: safety constraints for children under four years of age. Georgia law also requires that drivers transporting children under four (or who weigh 40 pounds or less) must have each child in a child passenger restraining system approved by the U.S. Department of Transportation. A child of four years old or older may be restrained by a safety seat belt. This law does not apply when children's personal needs are being attended to and it does not apply to vehicles for hire.

The penalty for violating this law is a fine of not more than \$25.00. (O.C.G.A. 40-8-76)

MATERIALS AND RESOURCES:

Handouts

1. Seat Belt Pictures
2. What Should You Say?

A child-restraint car seat; a safety seat belt (demo might be obtainable from police department or a junk yard) or some cloth straps that can be used to show seat belt placement; a scale, tape measure, and chart paper for optional activity; construction paper for reminder cards

PROCEDURES:

1. **Dramatic Play:** Tell students: We're going on a trip to the movies! Let's get in the car! First, we open the door, and sit in our seats. Where are you sitting? Who's in the car with you? What are we going to do after everyone is seated? (Students respond.) That's right! We are going to put on our seat belts! (Students pretend to put them on.) Good! Look around the car and make sure we all have our seat belts on. Super! We are riding safely to the movies. (Students can make car sounds and simulate riding on a smooth or bumpy road.) We stop and what do we do? (Unbuckle our seat belts.)

Let's pretend we watched the movie and the next stop is our school. Let's get into the car. What do we do next? (Buckle our seat belts.) Simulate return ride. Then say: We are now at our school. Wait until the car comes to a complete stop! What do we do now? (Unbuckle your seat belt, then open the car door, walk to the classroom, have a seat.)

2. Ask: Why do we wear seat belts? Solicit and record student reasons such as, "If the driver brakes quickly, we could be thrown out of our seats." "They protect us from being thrown out of the car, if there is an accident." "It is the law."

Ask: Do you wear a seat belt when you ride with your parents? (Have students raise hands and count responses. Put number on board.) If not everyone says yes, urge the students to change their ways and start wearing seat belts.

Ask: Do you remember to wear safety belts when riding with friends, neighbors, or other family members? (Take another count.) Remind students that they should wear seat belts in all cars at all times. Ask: Do you remind the driver to wear a seat belt, too? (Take another count.) Ask students if that wouldn't be a good idea.

3. Explain that one reason we use seat belts is because it is the law in Georgia. How the law applies to you depends on your age. Query to see if anyone is under four. (Of course, no one will be.) Explain that since no one is under four years old, the law applying to them is that they should always wear a seat belt in any moving automobile. Not to wear a seat belt while in the front seat of a car in Georgia can result in a \$15 fine. Explain that a fine is a punishment given by a court. A fine requires the payment of money to the court for breaking a law.
4. Ask the students if they know what the law is for children under four years old. Explain that Georgia law says that children under four (or who weigh 40 pounds or less), should be placed in an infant/toddler restraint seat or car seat. The car driver may be fined up to \$25 for not having a child under four years old in a child-restraint car seat.
5. Set up a chair with belts or cloth straps at the front of the room to demonstrate placement of seat belts. Ask for a student demonstrator to sit in the chair. Explain that there are two kinds of seat belts--lap belts and shoulder belts. Distribute Handout 1. Show how each belt would be placed, using Handout 1 pictures to illustrate.

Explain that the lap belt must cross over your hip bone and not your stomach. Have everyone point to their hipbones. Explain that a belt crossing the stomach could cause serious injuries in an accident. Demonstrate that the belt should not be too tight or too loose.

Explain that shoulder belts are not recommended for people under 55 inches tall. Explain that the reason is to avoid having the belts cross their necks.

Also, explain that the shoulder belt should not be worn alone but only with the lap belt. (Refer to the picture on Handout 1.)

6. Weigh and measure students. Record the data on chart paper and then let students determine which restraint device is proper for them:

- the toddler/restraint chair
- the lap belt
- the lap and shoulder belt.

Add the decision by the students' names on the chart. Place the completed chart on the classroom wall.

Example:

<u>NAME</u>	<u>WEIGHT</u>	<u>HEIGHT</u>	<u>BEST SAFETY RESTRAINT:</u>
1. Rick	40 lbs.	38 in.	lap belts
2. Donna	30 lbs.	36 in.	toddler restraint

7. Redemonstrate the proper use of seat belts. If you have a real belt, show how to adjust it. Provide practice in using the seat belt. Let several pairs of students practice in teams, then demonstrate the placement of belts to class. Students could continue this practice in a learning center.

8. Review information with the following questions:

What should you do before a vehicle is in motion? (Buckle your safety belt.)

Why is it important to use seat belts or other safety restraints? (Possible answers: It's the law, safety reasons, etc.)

What could happen if we don't buckle up? (Parents might have to pay fines, go to court, adults and children could be severely injured in an accident, etc.)

Are seat belts needed on short trips or long trips? (Both.)

Do you have to have any restraint if you are two years old? (Yes. You have to be in a car seat.)

9. Explain to students that although wearing seat belts is a law and can save your life, many people don't use them. Safety experts feel people need frequent reminders. Students can be helpful in reminding friends and families about using seat belts.

Ask students to design a reminder card for using seat belts!

I WILL REMEMBER TO USE SAFETY BELTS!

(Student art & Name)

* * * * *

Explain that they are to carry their cards with them (in pocket or family car). Each time they remember to buckle up and remind other passengers to buckle up, they should check off a star. When they have checked off five stars, they should return the card to the teacher. Their names will then be placed on the "I Remember to Buckle Up Bulletin Board."

Students who don't have a car may pretend to buckle up as the class did in the first part of lesson. (Role-playing the wearing of safety belts will prepare students when they ride in a car.) They can do this when riding on the bus and at other times such as right before and after school. They can check off stars for each practice.

EVALUATION:

- Have students answer the questions on Handout 2, What Should You Say? (Answers should be (1) b; (2) b; (3) a; (4) b; (5) a.)
- Have students explain why it is important to wear seat belts.

ENRICHMENT

- Students could make posters urging car drivers and riders to buckle up. Display in class, school, or in stores. (Reminders are important in getting people to obey the seat belt law.)
- Point out that traffic laws are all geared to the safety of people. The law that follows, like seat belt laws, is about safe seating!

Ask students if they have ever ridden in the back of a truck or seen anyone doing so? Point out that it is against the law for children under 18 to ride in the uncovered back of a truck on an interstate highway. Not everyone knows that this is a law.

Ask for reasons for this law. Ask if students think it would be safe for someone 18 or over to ride in the back of a truck. Discuss what they would say if someone offered them a ride in the open back of a truck.

It is a misdemeanor to break this law. That means the driver of truck could go to jail for up to a year and/or be fined.

SEAT BELT PICTURES



WHAT SHOULD YOU SAY?

1. You are in the car. You look around. Mother has not buckled her seat belt. What should you say?
 - a. It's okay because mothers don't have to wear seat belts.
 - b. Mother, please buckle your seat belt.
2. You are driving a very long way. You unbuckle your seat belt. What should your Father say?
 - a. It's okay. I'm driving carefully.
 - b. Buckle up your seat belt, please.
3. Jane is four feet (48 inches) tall. She is sitting beside you in the car and is not wearing a safety belt. What should you say?
 - a. Please buckle your seat belt, Jane.
 - b. You're big enough to ride without a seat belt.
4. The baby in your family is going with you in the car. What should the driver say?
 - a. Mother can just carry the baby.
 - b. The baby needs to be strapped into a car seat.
5. Does Georgia have a law that says you must wear seat belts? What do you say?
 - a. Yes.
 - b. No.

THE THREE BILLY GOATS GRUFF GET REBUFFED

GRADE LEVEL: K-1 **AUTHOR:** Donna Carney

TIME REQUIRED: One class period

CONCEPTS/VOCABULARY:

Trespass; private property; illegal; public property; fine

MAIN IDEAS:

- a. It is illegal to enter someone else's private property without their permission.
- b. It is illegal to be on public property when signs prohibit or limit its use.

QCC CORRELATION:

Content

- K-6. Identifies the need for rules in the school or community
- K-17. Exhibits responsible action and identifies this action in others
- K-18. Predicts the consequences of responsible and/or irresponsible actions

Skills

- K-1. Acquires information through observing and listening
- K-8. Recalls and tells major ideas following a listening activity

INSTRUCTIONAL STRATEGIES:

Flannel board dramatization of trespassing
Teacher presentation of trespassing law
Discussing possible trespassing scenarios

OBJECTIVES:

The learner will:

- define trespassing and identify examples of it.
- define private and public property.
- identify examples of trespassing in scenarios.
- state possible penalties for trespassing.

TEACHER BACKGROUND:

Criminal trespass (O.C.G.A. 16-7-21 to 29): A person commits the offense of criminal trespass when he intentionally damages any property of another and the damage is \$500 or less. Criminal trespass also occurs when a person intentionally and maliciously interferes with the use of another's property. Financial damages do not have to be proven for the offense of criminal trespass to occur.

The law names specific places where criminal trespass can occur. These are another person's (or party's) land or premises (e.g., house), vehicle, railroad car, aircraft, or watercraft.

Criminal trespass can occur if a person knowingly and without authority enters any of these places, or enters these places after having been forbidden entry, or refuses to leave these places after being told to do so. It does not occur if the property owner has given consent.

Criminal trespass in the above instances is a misdemeanor. If the damage is greater than \$500 or a person might be harmed by the damages, the trespass is a felony, with a 1-10 year penalty.

Civil penalties: Students should also be aware that in the civil law, trespass (going on someone's property without permission) is a tort. The person whose property is violated can sue for damages. Financial losses do not have to be shown.

Penalties for children: Children under the age of 18 charged with trespassing would appear before the juvenile court. For a first offense, children are likely to be put under court supervision (probation) for a period of time with various conditions required. Penalties could be more severe for repeat offenders.

Generally, the law expects that parents or guardians will teach young children (such as those in the class) not to trespass. Parents and guardians are also expected to discipline their children.

MATERIALS AND RESOURCES:

Handout

1. Facts About Trespassing (Lesson Evaluation)

Attachments

1. Cutouts of the three billy goats, the troll, and the police officer.
2. Cutouts of the bridge and a "No Trespassing" sign.

Felt scraps for the back of the cutouts; flannel board; crayon or marking pens (to color the cutouts)

PROCEDURES:

1. Ask the children if they ever heard the story about "The Three Billy Goats Gruff." Tell them that the version you will read has a few changes at the end.

Retell the story as follows, adding cut-outs as appropriate:

Once upon a time, there were three billy goats by the name of Gruff. There was a small billy goat, a middle-size billy goat, and a GREAT BIG billy goat. They loved to roam through the green field and eat sweet grass.

After a while, they had finished most of the grass in their meadow and needed to find more elsewhere. There was a lovely meadow just across the river, but the only way to cross it was by using the bridge which belonged to the troll. He was mean and ugly, and guarded the bridge from underneath it. The smallest billy goat became hungry first and decided to try to cross the bridge. His hooves went "trip-trap, trip-trap" as he made his way along it. "Who's that trip-trapping over my bridge?" hollered the troll. "It is I, the littlest billy goat," he answered in a very small and scared voice. The troll said,

"I'm coming to eat you up!" The smallest billy goat replied, "Oh, no! Please don't eat me. I'm very skinny and mostly just fur and bones. Wait for my brother. He's much bigger than I am." The Troll, being greedy, let the little billy goat pass in hopes of getting a larger meal.

Not much time had passed when the troll again heard the familiar "trip-trap, trip-trap" above him. This time the noise was just a little louder than before. "Who's that trip-trapping over my bridge?" he asked. "It is I, the middle-sized billy goat. I want to cross the bridge to eat green grass with my little brother." "I'm coming to eat you up!" hollered the hungry troll. Thinking quickly, the middle sized goat replied, "Oh, you should wait for my brother. He's much bigger than I am and would make a much better meal." Thinking about an even plumper and bigger goat, the troll let the middle sized goat across, too.

Finally, the troll heard a very heavy and loud "TRIP-TRAP, TRIP-TRAP" sound come from atop the bridge. "Who's that trip-trapping over my bridge?" he called. "It is I, the biggest billy goat. I am going to cross your bridge to go eat green grass with my two brothers," the goat announced with a loud voice. "Oh, no, you're not! I'm very hungry and I am going to eat you up!" said the troll. "Come on up and try!" is what the biggest billy goat answered. When the troll scrambled on top of the bridge, and saw how extremely large this billy goat was, he became frightened. Before the troll had a chance to do anything else, the biggest billy goat lowered his horned head and knocked the troll off the bridge into the cold water of the river below. He joined his brothers, and the three billy goats all enjoyed the lush green grass in the new pasture.

2. Tell the children that most books say the goats lived happily ever after. Tell them, however, that you know what really happened and continue the story with the following:

The three billy goats had quite a feast in the meadow, but eventually all that grass got eaten up, too. In the meantime, the grass in their original meadow had grown lush and full. Looking across the river, they thought it was the ideal time to go trip-trapping back across the troll's bridge. However, when they got close to it, they saw an unfamiliar sign posted. The sign said, "No something," but the second word was too long for the littlest goat to read.

The littlest billy goat had just started across the bridge when he heard the troll's voice call out, "Hey kid! Can't you read? Get off my bridge!" Bewildered, the smallest billy goat asked his brothers what the sign said. The biggest billy goat read, "No Trespassing," and explained that it meant that you couldn't enter someone's property without their permission. "But it's only that pesky old troll. I can take care of him," said the biggest billy goat boldly. He went trip-trapping across the bridge.

When he reached the other side, he was very surprised when a police officer stopped and arrested him. These are the words the police officer used:

**"Troll gave you a warning.
The sign I know you saw.
It said there's no trespassing.
My friend, you broke the law.
The field that's on the other side
may offer grass that's greener,
but crossing private property
without permission is a misdemeanor."**

The officer took the biggest billy goat down to the police station while the middle-sized billy goat explained things to his kid brother. "Remember, 'No Trespassing' means you can't go on another person's property without permission. This is true even if there is not a sign telling you about it. Depending on what the judge decides, our brother might be in jail for up to a year or have to pay up to a \$1000.00 fine. I guess it will be quite a while before we go trip-trapping back across THAT bridge!"

3. Review what happened in the story, emphasizing the actions of the billy goats, troll, and police officer. Ask for volunteers to act out the story (or the ending of the story). Point out that the law prohibits children's being put in jail, but that the juvenile court would expect the parents of younger children to punish them for trespassing. Older children, such as teenagers, would be put under court supervision, and those who have been in lots of trouble could be sent to juvenile treatment centers. Let the children know, also, that under the civil law, parents are legally responsible for their children's actions. Parents would have to pay any damages assessed for trespassing.
4. Children may have been surprised that the bridge belonged to a troll. Ask: Do most of the bridges that they cross when driving in a car belong to an individual? (No. Most bridges are public property.)

Write PUBLIC PROPERTY on the board. Explain that this is property maintained by the government but owned by the people (taxpayers) of this country. Discuss other examples of public property, e.g. public schools, roads and highways, parks, and courthouses.

Write PRIVATE PROPERTY on the board. Explain that this is property owned by individual people or businesses. Examples include houses people live in, automobiles, and farms. Further clarify with items that would be the private property of the children. Point out that laws forbidding trespassing can apply both to public and private property.

5. Ask the children if there are some places they are allowed to play and others that are forbidden. Discuss a few examples. Remind the students that some rules protect the property holder's interest, and that some are meant to ensure the children's own safety. Explain that you can go onto some public property (like bridges or roads) almost all the time.

Other public properties--like schools and parks--may be open only at specific times. When they are not open, then going into or onto them is trespassing. Point out that there does not need to be sign saying "No Trespassing" on private or public property for trespassing to be against the law. Explain also that it is trespassing even if you do not harm the other person's property.

6. Read the following situations to the children and have them decide if trespassing is taking place.
 - a) You are worried about missing the bus for school. Taking your usual route down the street and around the corner will take quite a while. You know of a shortcut through several neighbors' yards. Is that trespassing? (Yes.)
 - b) The city has just bought several vacant old buildings and is planning to tear them down. You and your friends have been using one of the buildings for a

clubhouse. Is this trespassing? (Yes, even though the buildings have become public property. Further, the buildings are condemned and probably dangerous.)

- c) It is your mother's birthday and she really loves flowers. On the way home from school, you pass a yard filled with beautiful, fragrant roses. They are not too far from the sidewalk. Can you go and pick her a bouquet? Is that trespassing? (Yes. It would also be theft-by-taking.)
- d) There are new homes being built in your area. Nobody lives in them yet. Is it okay to go in and snoop around? (No. Even though no one lives in them, the houses are considered property of the builder.)
- e) Your older sister posts a "NO TRESPASSING" sign on the door to her room. If you go in, are you doing something illegal? (No. Members of the same family cannot be charged by the government with trespassing in their own houses. However, you could be breaking a family rule.)
- f) It is summer and your school is closed. You think it would be fun to sneak in and just walk around the empty school, which, after all, is a public building. (Yes. Even though it is a public building, it would be trespassing because the building is closed and you are not supposed to be there.)

EVALUATION:

- Use Handout 1 as the lesson evaluation. (Distribute and read aloud to students.)

Answers for Facts About Trespassing (Lesson Evaluation)

1. True, 2. False, 3. True, 4. False, 5. True, 6. True, 7. True

ENRICHMENT:

- Apply knowledge of trespassing to the story of Goldilocks. Was Goldilocks trespassing? Why? What should she have done to avoid trespassing? (Ask permission of the bears.) What would happen to her if she went to juvenile court? Class groups could dramatize the story as it occurred and as it might have occurred if Goldilocks had asked permission of the bears.
- Create costumes and props for acting out the story of "The Three Billy Goats Gruff." Make posters that help explain Georgia's laws on trespassing. Take your skit and poster show "on the road" to other K-1 classes.

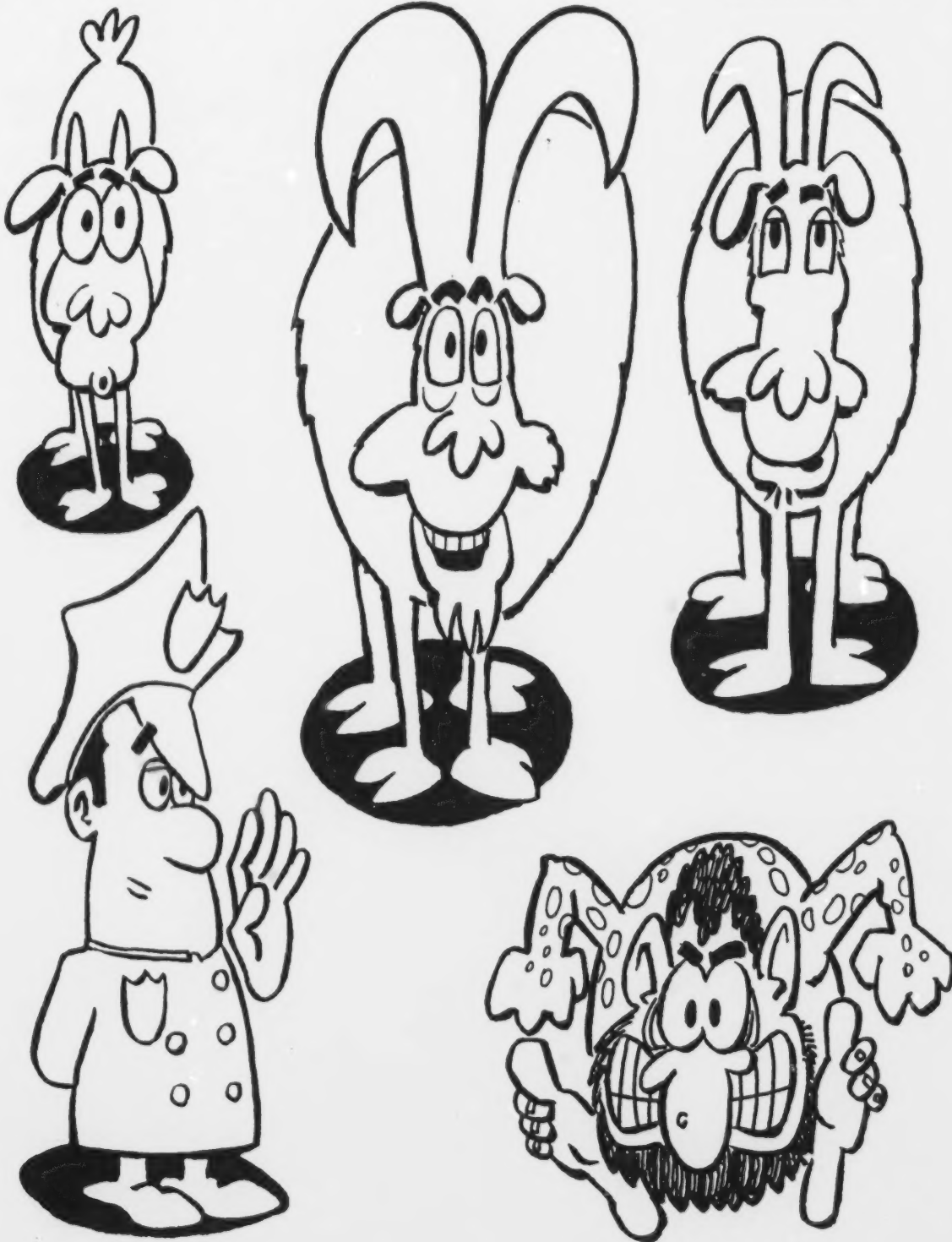
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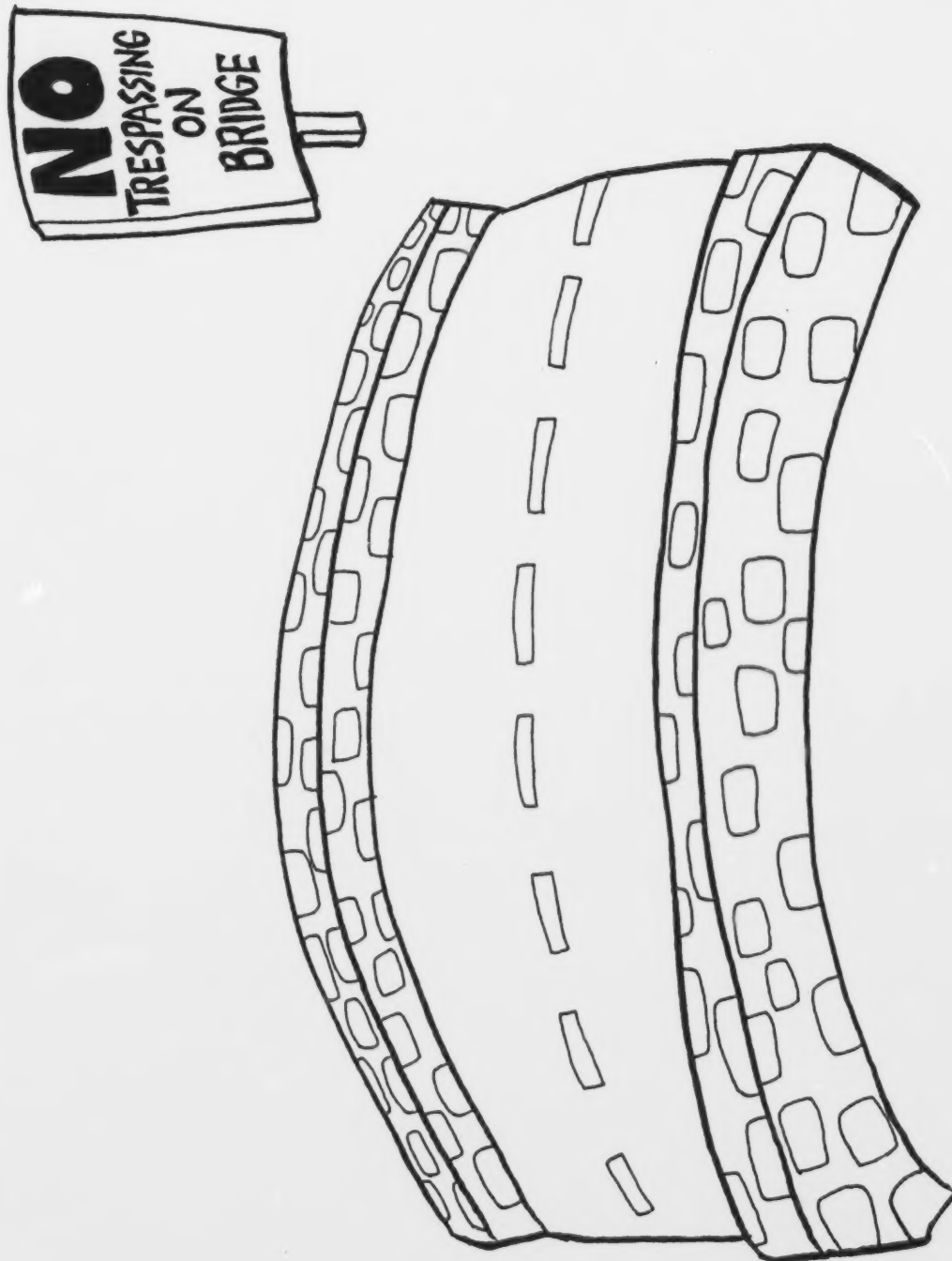
FACTS ABOUT TRESPASSING

Directions: Circle true or false to show the correct answer.

- | | | |
|------|-------|---|
| True | False | 1. Trespassing is illegal. |
| True | False | 2. A young child can be put in jail for trespassing. |
| True | False | 3. Entering someone's yard without their permission is trespassing. |
| True | False | 4. A person's house is public property. |
| True | False | 5. The troll's bridge was private property. |
| True | False | 6. Trespassing laws apply to both public and private property. |
| True | False | 7. The fine for trespassing can be up to \$1,000 dollars. |

Attachment 1





LITTER BUG BUSTERS

GRADE LEVEL: K-1 **AUTHOR:** Eloise T. Glorieux

TIME REQUIRED: Two class periods

CONCEPTS/VOCABULARY:

Litter/littering; environment; recyclable; consequences

MAIN IDEAS:

- a. Proper trash disposal is an increasing problem in today's world.
- b. There are legal as well as environmental consequences of improper disposal of trash.

QCC CORRELATION:

Content

- K-17. Exhibits responsible action and identifies this action in others
- K-18. Predicts the consequences of responsible and/or irresponsible actions
- 1-12. Identifies the need for rules in the school and community

Skills

- K-14. Participates in a group activity as a follower and/or leader
- 1-1. Acquires information through reading, listening and observing

INSTRUCTIONAL STRATEGIES:

Discussing Georgia's littering laws
Classroom and outdoor litter hunt
Making classroom anti-littering rules
Art expression on littering
Making "Litter Bug Busters" badges

OBJECTIVES:

- The learner will:
- exhibit responsible behavior by cleaning up litter and not littering.
 - identify situations where Georgia's littering laws are being violated.

TEACHER BACKGROUND:

From the "Litter Control Law" of Georgia (O.C.G.A. 16-7-40), litter is defined as "all sand, gravel, slag, brickbats, rubbish, waste materials, tin cans, refuse, garbage, trash, debris, dead animals, or discarded materials of every kind and description."

Littering is forbidden on private and public lands. This includes the right-of-way on roads, waterways and beaches, parks and playgrounds, conservation or recreation areas, residential or farm areas, refuges, timberlands or forests.

If litter is thrown, deposited, or dropped from any motor vehicle, boat, airplane, or other conveyance, this is taken as evidence of a violation by the operator of the conveyance.

A person may be charged with the misdemeanor of littering whether or not he or she was caught in the act if there are articles in the litter--such as letters or bills--that identify the person.

The littering law states that public agencies are "authorized, empowered, and instructed" to establish and maintain litter receptacles at appropriate locations and to provide signs serving notice of their availability.

The law also provides that certain containers may be designated for "household garbage" and that using such designated containers for other purposes is illegal. The term "household garbage" means animal and vegetable matter and other refuse such as tin cans, bottles, paper, cardboard, plastics, and wrapping or packaging materials ordinarily generated as by-products of a household or restaurant.

Attempting to burn contents of garbage or litter containers is illegal, as is any act that scatters the contents or damages the container.

Any adult who violates Georgia's Litter Control Law is guilty of a misdemeanor that is punishable by a fine of not less than \$100 and not more than \$300 dollars. The court may also publish the adult's name in the paper and require the person to pick up all litter within one mile of the site of the incident.

Counties and cities also can enact and enforce litter ordinances. Check with your city or county attorney about the law in your community.

While children may be guilty of littering, make sure you point out to your class that they would not be arrested for littering. Instead it is likely that a police officer would give them a warning and possibly take them to their parents for discipline. (Their parents might also be required to pay the fine.)

MATERIALS AND RESOURCES:

Handout

1. Litter Laws

Small plain paper bags (lunch bags are perfect); crayons; markers; glue or paste; scissors; candy wrapper; construction paper; large grocery bags labeled for recyclable items; poster board

PROCEDURES:

Period One

1. Ask students what they think litter is. Accept plausible answers. Have students go on a litter hunt in the room. Talk about the different items found. Ask students to identify whether or not the things they found are litter, and explain why or why not.

Take a piece of paper. Write on it, crumble it, and drop it on the floor. Is it litter? (Yes.) Pick it up and put it in trash. Now, take a wrapper from candy. Throw it on the floor. Is this litter? What should have been done with it? (Pick it up and put it in trash.)

2. Discuss what a litter bug is. Are we litter bugs? Wouldn't we rather be Litter Bug Busters? Discuss Georgia's Litter Control Law (see Teacher Background). Stress that:
 - a. litter can be anything thrown or "deposited" where it shouldn't be,
 - b. a person can be caught if there are items in the litter that identify him or her even if not seen littering, and
 - c. the fine will be between \$100 and \$300 dollars. Point out that children are not punished like adults for violating Georgia's litter laws (see Teacher Background).
3. As a group activity, help the students write their own rules about littering for the classroom and school grounds. (One rule might say something like: "Don't throw paper, candy wrappers, or other trash on the floor or ground." Another rule could say: "Pick up litter and put it in the trash.") Point out that, in general, a rule is a good rule if: a) it has a purpose; b) is fair to everyone; c) is easily understood; and d) can be easily followed. Check the proposed rules for these qualities. The rules should be copied onto chart paper and displayed.
4. Adoption of these rules entitles students to become Litter Bug Busters. Let students design and color "Litter Bug Busters" badges to wear. Badges could be cut from construction paper, and should be about 4 to 6 inches wide.

Period Two

1. Give each student a paper bag. Tell them they are going to use their bags to collect litter. Let students decorate their bags any way they want. (They could write rules on their bags.)
2. Describe the boundaries of a large area of the school campus. Tell students they will have 10 minutes to collect litter in this area. Discuss the types of things they might find. Which will be litter? Which will not be? Why or why not? Caution them against picking up glass or any other dangerous materials. (They can ask the teacher to pick up these materials.)
3. After 10 minutes, take the children back to the room. Discuss what should be done with the litter. Ask: Where can litter legally be put? (Only in designated receptacles, whether private or public.)

Point out that some litter may be RECYCLABLE. (Write this word on the board.) This means that it can be processed into material like it or something else; it can be reused. This kind of litter should go into recycling containers. What can be recycled? (Aluminum cans, newspapers, plastic bags, glass, etc. This will vary among communities.)

Examine the litter collected. Is any of it recyclable? If so, then it should be taken to recycling sites. (In the class, large grocery bags labeled "aluminum cans," "newspaper," etc., can serve as recycling sites.) What should be done with that which isn't recyclable? (Nonrecyclable litter should be placed in the nearest trash container.)

Pose questions about situations involving litter disposal. For example: What should be done with litter in a car? (Put in a container until it can be properly disposed of. Bags, like those students colored, could be used for litter.) What should be done with a sticky candy wrapper if walking on a street where there is no nearby receptacle? (Keep it until it can be disposed of properly.)

4. Form the students into small groups and let them make a large Litter Bug Buster (anti-litter) poster using some of the litter items they found. Help the students give the posters law related-titles such as "Litter: It's Against the Law!" Ask the children to work on their posters as you informally review key facts about Georgia's litter laws.

EVALUATION:

- Distribute the "Litter Laws" handout and read each item to the students. Have them mark the correct answer box. Correct answers are: 1. YES; 2. YES; 3. YES; 4. NO; 5. NO; 6. YES; 7. YES.

ENRICHMENT:

- Let students make up a poem, song, or television advertisement about litter. Record with a VCR if possible.
- Using materials saved from the litter hunt, have students count the number of items they found. Students can graph the amounts of different types of litter (paper, cans, etc.) found. Examples of each type could be glued on the graph. Identify which pieces of litter might have been recyclable if they had been disposed of correctly.
- Set up recycling centers in your school where students, parents and teachers can bring in recyclable materials. Check you local phone book for the closest recycling center.
- Plan a field trip to a recycling center close to your school or invite an expert on waste disposal to come to your classroom and discuss recycling.

LITTER LAWS

1. Tommy drops the candy wrapper from his candy bar on the ground. He doesn't pick it up, but just walks away.
Is this littering? ____YES ____NO
2. Ben and his father are out hunting in the national forest. They come upon a large pile of household trash dumped beside the trail.
Is this littering? ____YES ____NO
3. All around the playground there were scraps of paper children had carelessly tossed away. The wind blew the papers up against the fence and out into the road.
Is this littering? ____YES ____NO
4. Sherrie felt terrible that she had lost the dollar her mom gave her for lunch. It must have dropped out of her pocket on the way in from the bus.
Is this littering? ____YES ____NO
5. Donnie's father spent most of the day placing large branches and limbs in the large ditch that had been cut by water from the storm. It was hard work, but it was the only way to protect the land from further damage.
Is this littering? ____YES ____NO
6. The lady in the blue car emptied her cigarette ashtray right in the parking lot. What a stinky mess it made, all of those old cigarette butts!
Is this littering? ____YES ____NO
7. The Small Time Trash Disposal truck went whizzing down the road toward the county dump. Blowing from its open bed were papers and all other sorts of debris.
Is this littering? ____YES ____NO



VANDALISM HURTS EVERYONE

GRADE LEVEL: K-1 **AUTHOR:** Eloise T. Glorieux

TIME REQUIRED: Two class periods

CONCEPTS/VOCABULARY:

Responsibility; vandalism; consequences

MAIN IDEAS:

- a. It is against the law to intentionally damage public or private property; such damage is called vandalism.
- b. Vandalism has both legal and financial consequences.

QCC CORRELATION:

Content

- K-17. Exhibits responsible action and identifies this action in others
- K-18. Predicts the consequences of responsible and/or irresponsible actions
- 1-12. Identifies the need for rules in the school and community

Skills

- K-1. Acquires information through observing and listening
- 1-18. Exercises self-discipline while participating in classroom activities

INSTRUCTIONAL STRATEGIES:

Teacher directed presentation on the nature of vandalism
Constructing a mural of a vandalized town
Identifying vandalism in situations

OBJECTIVES:

The learner will:
-- recognize examples of vandalism.
-- identify the consequences of vandalism.

TEACHER BACKGROUND:

General: In Georgia, the crime of vandalism is charged under criminal trespass and criminal damage to property. (O.C.G.A. 16-7-21 to 29)

Criminal trespass: A person commits the offense of criminal trespass when he intentionally damages any property of another and the damage is \$500 or less. It occurs when a person intentionally and maliciously interferes with another's use of his property without his consent.

More serious offenses: If the damage is more than \$500, however, or if damage is done by an explosive or fire, the offense becomes criminal damage to property in the second degree. This is a felony carrying a 1-5 year penalty.

Criminal damage to property in the first degree occurs if a person interferes with property in a way that might damage human life. Criminal damage to property in the first degree is a felony and carries a penalty of 1-10 years.

Specific Kinds of Vandalism or Trespass: Damaging, injuring, or interfering with property of a public utility or other public service is generally a misdemeanor. Examples include destroying a water or gas line, an electric service or phone line, a sign post, a street light, or interfering with a meter so as to reduce rates. However, violent or forceful damage to public transportation, communication, or other public utilities is a felony with a 1-10 year penalty.

Destroying, damaging or defacing government property carries a penalty of 1-5 years imprisonment and is also a felony. Obstructing entrances or exits to government property is a misdemeanor.

Maliciously defacing or desecrating any place of public religious worship is a felony carrying a sentence of 1-5 years.

Intentionally or maliciously injuring, tearing down, or destroying a mailbox (or damaging any mail inside) is a misdemeanor.

Starting a fire in woodlands, brush, or fields (even accidentally by discarding a lighted cigarette) without an owner's permission is a misdemeanor.

Civil penalties: Whether or not criminal charges are filed and prosecuted, adult violators of these laws may be sued for damages through the civil courts. In the civil law, trespass (going on someone's property without permission) is a tort. The person whose property is violated can sue. Financial damages do not have to be shown.

Under Georgia law the parent or legal guardian of a child who vandalizes public or private property would be held liable for damages. The law generally expects that young children will be disciplined by their parent or guardian for acts of vandalism. An older child would appear before the juvenile court. The severity of the act would affect the penalty. Possibilities are probation with court supervision and requirements of commitment to the Division of Youth Services.

MATERIALS AND RESOURCES:

Handout

1. Vandalism Test

Transparency Master

1. Vandalism Hurts

Overhead projector; transparency marking pen; mural paper; paints and brushes (or markers)

PROCEDURES:

Period One

1. Show students the left-hand side of the overhead transparency "Vandalism Hurts." Ask the students to describe the vandalized items. As descriptions are provided, record them next to each item.

Now reveal the right-hand side of the transparency and repeat this process for the repaired items. Ask the students to compare the words they used to describe vandalized items with the words they used to describe the repaired items. Which words are most pleasant? Which words make you feel unpleasant? Why? (Lead the students to see that by their own descriptions, vandalism is ugly!)

2. Now enter in the cost estimates shown below for repairing the vandalized items. For each item ask: "How much do you think it would cost to repair the ----?" Enter in the correct amount and explain what is involved in repairing the items.

BROKEN WINDOW: Cost: \$25-\$300, depending on the size, the type of glass, the amount of frame damage, and other factors. If the window is in a public building such as a school, then the taxpayers (your parents) must pay for the repair.

BROKEN SHRUBBERY: Cost: \$50-\$500, depending on the amount of damage, the type of plants, and the cost of labor. If the shrubbery is on public property, taxpayers foot the bill for replacement.

GRAFFITI ON SCHOOL WALL: Cost: \$100-\$500, depending on the amount of writing and the nature of the surface. Brick and other stone surfaces must be sand blasted if the paint penetrated the surface. Sand-blasting is expensive due to the equipment required. When repainting a surface on a painted wall, it isn't always easy to match the color precisely. As a result, it is not unusual for an entire wall to be repainted. This too can be expensive. The school district pays for this type of repair with the community's tax dollars.

BENT AND DAMAGED STREET SIGN: Cost: \$75-\$150, depending on local costs for labor and replacement pieces. Taxpayers bear the burden of paying for this type of vandalism.

VANDALIZED CAR: Cost: \$300 and up, depending on the amount of vandalism and the year and make of the car. The car owner must pay for the first part of the repairs up to the limit of his or her deductible (usually \$100 to \$300 depending on the insurance policy option selected). Insurance costs are tied to claims, and a person who makes many claims may have increased premiums or trouble finding an insurance carrier.

3. Explain that vandalism is the willful or purposeful destruction of public or private property. This means that the person who does the damage must have intended to do it on purpose. Damage that occurs as a result of an accident is not considered vandalism.
4. Briefly review Georgia's law on vandalism (see Teacher Background). Point out the difference between adult and juvenile penalties.

Period Two

1. Organize the students along a strip of mural paper and have them create a mural scene of a happy and vandal-free community. The students should use their paints (or markers) to create beautiful clean houses, colorful flower gardens, bright cars, clean streets, and neat skyscrapers. Ask the students to make their mural as nice as they can.
2. When the mural is finished, ask the students how they would feel if someone came in and vandalized their mural town? Discuss what the vandal might do (e.g., break the windows, dent and scratch the car, smear paint on the buildings). How would their mural look after it had been vandalized? (Depending on your judgment, you might allow the students to vandalize either all or part of the mural. If you do this, be certain that the students know they are just role playing and that this does not reflect what they would do in real life.)
3. Using the items on the mural, review the legal penalties and social consequences of vandalism.

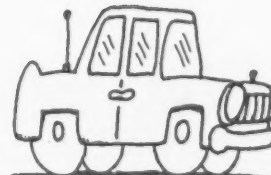
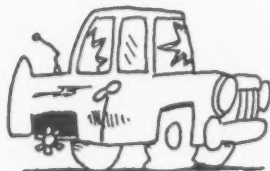
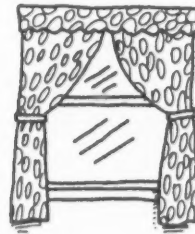
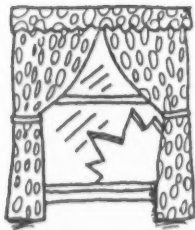
EVALUATION:

- Distribute Handout 1, "Vandalism Test." Read the items as the students mark their answers. Discuss the test responses. Correct answers are: (1) No; (2) Yes; (3) Yes; (4) No; (5) No; (6) Yes; (7) Yes; (8) No; (9) Yes; (10) No.

ENRICHMENT:

- Write a poem, rap, song, or slogan to teach other students about vandalism.
- Invite a juvenile detention officer to come and speak to the class about vandalism.
- Take a vandalism awareness walk around the school area. Keep track of the types of vandalism the children notice. Write a language-experience chart about what they observed.

VANDALISM HURTS!



IS THIS VANDALISM?

1. Bill and Ted wanted to get to the community swimming pool extra fast so they took a short cut through old Mr. White's yard.
WAS THIS VANDALISM? YES NO
2. Tina was really mad at her neighbor. She went into her neighbor's yard and pulled up all of the flowers.
WAS THIS VANDALISM? YES NO
3. When Mr. Tucker came out from work he found his car with four flat tires. Someone had slashed his tires with a knife.
WAS THIS VANDALISM? YES NO
4. Michael used the spray paint he found in the garage to repaint his brother's old bicycle.
WAS THIS VANDALISM? YES NO
5. Several workers from the city drove up in a big truck and began tearing up the road. They had air hammers, a large backhoe, and lots of other equipment. It wasn't long before they had a big trench in the street.
WAS THIS VANDALISM? YES NO
6. Jerry hated riding the school bus for what seemed hours and hours. To help fill the time he drew designs on the backs of the bus seats.
WAS THIS VANDALISM? YES NO
7. Carl had been caught by the school principal in the act of spraying red paint all over the boys' bathroom. The can was almost empty by the time the principal rushed in.
WAS THIS VANDALISM? YES NO
8. Van lost control of his bicycle and crashed through his neighbor's hedge. Some branches were twisted and broken. His neighbor was really upset.
WAS THIS VANDALISM? YES NO
9. Jason and Gerald, 12 and 13, set fire to the empty church that was near their house. Considerable damage was done before the fire department arrived to put out the blaze.
WAS THIS VANDALISM? YES NO
10. Mary accidentally broke Sarah's doll.
WAS THIS VANDALISM? YES NO



MS. MEDIATOR, THE PUPPET

GRADE LEVEL: K-1 **AUTHOR:** Janice Habersham

TIME REQUIRED: Two class periods

CONCEPTS/VOCABULARY:

Mediator; mediation; conflict; dispute; disagreement

MAIN IDEAS:

- a. Mediation is a good way to resolve conflicts because each party helps to work out a satisfactory solution.
- b. Mediation is a technique students can use to resolve disputes in the classroom or outside of it.

QCC CORRELATION:

Content

K-17. Exhibits responsible action and identifies this action in others

Skills

- K-1. Acquires information through observing and listening
- K-13. Chooses appropriate solution to a problem
- 1-18. Exercises self-discipline while participating in classroom activities

INSTRUCTIONAL STRATEGIES:

Playing "musical chairs" as a springboard to conflict mediation
Teacher-led introduction to the mediation conflict resolution process
Role-playing conflict resolution with Ms. Mediator puppet

OBJECTIVES:

The learner will:
--demonstrate the process of mediation for resolving conflicts.

TEACHER BACKGROUND:

Mediation is one way of legally resolving a dispute. In it, the disputing parties go to a third party to help them settle the argument. The mediator does not make a decision for them, however, as a judge does in litigation. Rather, the mediator helps the parties work out their own solution.

The process used in this lesson is a simplified version of mediation. Interestingly, mediation is used more and more as a means of settling adult disputes. In Georgia, it is used in metro-Atlanta and Chatham County courts, particularly to work out divorce and child custody settlements. Mediation proponents contend that mediation--because it results in solutions to which each party contributes and in which each side "wins"--can achieve more long-lasting and satisfactory resolutions to disputes than other methods.

One way to help your students understand mediation is to give them a chance to experiment with the mediation process. The goals of mediation are different from those of a trial. Mediators do not try to decide who is right and who is wrong; nor do they call witnesses, present evidence, or cross-examine people under oath. Mediators do not take sides, and they do not tell people what they ought to do.

MATERIALS AND RESOURCES:

Handout

1. Ms. Mediator's Questions for Solving Disagreements

Attachment

1. Ms. Mediator stick puppet cut-out figure (color, cut out, back with construction paper, and tape to a popsicle stick or plastic straw) or a hand puppet

Means for music or drumbeat; large cards or chart paper of Ms. Mediator's Questions for Solving Disagreements.

PROCEDURES:

Period One

1. Tell the students that you want to play musical chairs and set up the room to begin the game. (You will need music or a drum beat, and one less chair than the number of students in the class.)

Have students march around the chairs with the music. When the music stops, the students must find chairs in which to sit. The student without a chair is eliminated and another chair is removed. (You can speed up this game by removing more than one chair at a time.) Continue playing until two students get into a dispute over who got to a chair first. Then stop the game and say, "Let's stop! We've got a problem. Both (Jessica) and (Antonio) think they got to the chair at the same time. Let's get some help to resolve this conflict!"

2. Introduce Ms. Mediator puppet:

Teacher: Class, this is Ms. Mediator. (Write name on board.) She is going to have a very special role in our class. She will help us solve some problems if we disagree with one another. To disagree is to differ with one another. Ms. Mediator will show us one way to settle disagreements. The name for this way to settle disagreements is mediation (write word on board).

Right now, (Jessica) feels she has a right to have the chair, while (Antonio) feels he has a right to the chair. We would say that they have a conflict or disagreement and they need to settle this disagreement. (Look at the puppet.) Ms. Mediator can you help us?

Ms. Mediator: Hey, I sure can. That's why they call me Ms. Mediator! (Say, with rhythm.)

When people are angry or having some trouble
I come to their aid giving help on the double.
My skills are so keen--I'm a real peace creator
So take all your disputes to Ms. Mediator!

Teacher: Thanks, Ms. Mediator. As you have already heard, we do indeed have a problem. While we were playing musical chairs, Antonio and Jessica reached the chair at exactly the same time. Can you help us?

Ms. Mediator: Yes, I have a set of questions that I'll ask Antonio and Jessica. Their answers should help us reach an "agreement" or solution to the disagreement.

3. The mediation process is demonstrated in following dialogue.

Ms. Mediator: (Jessica), tell us what happened. ("Jessica" responds to the puppet.)

Ms. Mediator: Now, (Antonio), tell us what happened. ("Antonio" responds to the puppet.)

Ms. Mediator (to each child in turn): What is the problem? (Each child responds.)

Ms. Mediator (to each child in turn): How do you think we should solve this problem? (Each child responds.)

Ms. Mediator (to each child in turn): Do you think your solution will be fair to each of you? If not, can you think of any fair ways to settle this? (Teacher writes their recommended "fair" solutions on the board.)

Ms. Mediator (to class): Does anyone else have a suggestion? (Teacher writes other recommendations on board.)

Ms. Mediator (to one child): Which of the solutions would be okay with you? (Child responds.) If one solution is all right with (Jessica), Ms. Mediator checks to see if it is all right with (Antonio). (Make adjustments to the solution if needed. The important thing is that they both be happy with the solution.)

4. Discuss and review the process used by Ms. Mediator. To review, hold up the cards or point to chart paper that gives the questions in the process (see "Ms. Mediator's Questions for Solving Disagreements.") Stress that these questions each have to be answered by both sides, and that both sides should be happy with the solution.

Period Two

1. Use the following scenario (or make one up from a classroom incident) to practice another mediation:

Jane and Rob are playing in a big sandbox. Jane has been playing with a large dump truck for a long time. She has been bringing sand to a place where she is building a big tower and dumping it. She needs five more loads. Rob has wanted the truck for some

time. He asked Jane twice and she said no both times. Finally, he grabs the truck. Jane tries to hit him.

Select one student to be Jane (who wants to keep truck longer to finish her task) and one to be Rob (who thinks it should be his turn and wants the truck now). They should act out the scenario with Ms. Mediator.

2. Distribute Handout 1 to the students and, using the Ms. Mediator puppet, repeat the mediation dialogue and process that you used during Period One.
3. Discuss the mediation process. Review what happened, the questions asked by Ms. Mediator, and the responses of the children. Ask: Was Jane happy with solution? (Yes.) Was Rob happy with solution? (Yes.)

Suppose they had fought and Jane had gone away crying, would Jane have been happy? (No.) Would Rob have been happy? (Maybe--he might feel bad inside.)

Suppose Jane had taken the truck and run away, would Rob have been happy? (No.) Would Jane have been happy? (Maybe.)

Lead students to see that Ms. Mediator helped the children to talk out the argument and decide on a solution they both agreed with. This way both were happy. Ask: Is this a good way to solve arguments? (Yes.)

EVALUATION:

- Ask students: What does Ms. Mediator do to help those who disagree settle their argument? (Without looking at handouts, they should indicate she finds out what the problem is, what happened, possible solutions (what each side wants), fair solutions, and then she helps them reach an agreement. Use responses as measure of evaluation.
- Use the following (or similar) scenario to have the class resolve a dispute through mediation with puppet. Class members could remind Ms. Mediator what she needs to ask.

Scenario: Ted and Alice want to watch different TV programs at the same time. The family has only one TV.

ENRICHMENT:

- Use Ms. Mediator to resolve real disputes that arise in the classroom.
- Develop a series of dispute scenarios to provide regular, i.e., weekly or biweekly practice in mediation.
- Let students take the role of Ms. Mediator.
- Encourage students to share this procedure with their families or friends. Provide copies of Handout 1 for students and let students make Ms. Mediator puppets of their own to use at home.

**MS. MEDIATOR'S QUESTIONS FOR SOLVING
DISAGREEMENTS**

Ask EACH person:

1. What has happened?
2. What is your problem or disagreement about?
3. How do you want the disagreement solved?
4. What would be some some fair ways of solving the disagreement? (These should be fair to each side.)
5. What way of solving the disagreement can we agree on? (Be sure each side is happy.)



DOES THIS BELONG TO YOU?

GRADE LEVEL: K-1 **AUTHOR:** Janice Habersham

TIME REQUIRED: One class period

CONCEPTS/VOCABULARY:

Personal property; crime; stealing; theft; respect

MAIN IDEAS:

- a. Taking another person's property is a crime.
- b. Accepting or paying for property that is known to be stolen is a crime.
- c. It is important to respect other people's property.

QCC CORRELATION:

Content

K-17. Exhibits responsible action and identifies this action in others

K-18. Predicts the consequences of responsible and/or irresponsible actions

Skills

K-1. Acquires information through observing and listening

INSTRUCTIONAL STRATEGIES:

Role playing theft and borrowing situations

Discussing property rights

Singing a song about respect for property

OBJECTIVES:

The learner will:

- recognize that theft by taking others' goods or services or receiving stolen goods is a crime.
- demonstrate how to show respect for others' property.

TEACHER BACKGROUND:

Theft by taking: A person commits this offense by unlawfully taking the property of another with the intention of depriving him of the property. Depriving can mean either withholding it permanently or temporarily, or disposing of it so that it is unlikely the owner will recover it. (O.C.G.A. 16-8-5)

Theft by receiving stolen property: A person commits this kind of theft by receiving property he knows or should know is stolen. The offense occurs when he receives, disposes of, or keeps this property. (O.C.G.A. 16-8-5)

Theft of services: A person commits this kind of theft when he obtains services, accommodations, entertainment, or use of personal property (which is available only for compensation) by deception and intent to avoid payment. (O.C.G.A. 16-8-5)

Crimes of theft are generally misdemeanors unless the property is \$500 or more in value. If the value is over \$500 the crime is considered a felony and carries a penalty of 1-10 years in prison.

These penalties apply only to adults, i.e., under Georgia law, individuals 18 years or older.

Children charged with these delinquent acts come under the authority of the juvenile court. Generally, the court expects that parents or guardians will teach young children not to commit such acts and will discipline them if they do. The courts have considerable discretion with older children (or those formally complained about to the court), but judges try to adhere to the purpose of the juvenile court to do what is in the best interest of the child while keeping in mind the protection of society. A first offense would probably result in probation (court supervision) for a set period of time with a number of conditions. Symbolic restitution is sometimes used in these cases. This means a child must earn part of the value of the stolen item and give this to the victim.

Repeat offenders are likely to be put under the authority of the state's Division of Youth Services (DYS).

MATERIALS AND RESOURCES:

Handout

1. What Would You Do?

Tag board (optional) to print terms to be discussed; token gifts such as balloons, pencils, stickers (enough for you to give one to each student)

PROCEDURES:

1. Announce to the students that the classroom is untidy, and you would like for everyone to participate in cleaning up. You may want to assign specific tasks.

After the room has been straightened, tell the students that for doing such a good job, you are going to give them each a gift. Distribute a gift to each child and point out that it is now their property because they earned it.

Define and discuss the term "personal property." (It is something that belongs to you. It is something that is owned by you. It is something you can use and others should ask your permission to use.)

Ask several students by name: "Tommy, Is that gift your property? Why?"

2. Define and discuss "stealing." One definition is: to take property that belongs to another without asking. Write term and definition on board.

Ask one child (e.g. Johnny) to go over and take another's (e.g. Antonio's) gift.

Take the stolen gift from "Johnny" and ask several other students: Does this gift belong to you? Finally ask "Antonio" the same question. Say something like, "Yes, the gift is Antonio's property. It belongs to him!"

Discuss what has happened using the following questions:

Did "Johnny" steal from "Antonio"?
Is stealing good or bad? Why?
How does stealing make the victim (Antonio) feel?
How does stealing make the thief (Johnny) feel?

Ask the students how they would feel about having their gifts taken. Write down the words they use. How would they feel about losing something of greater value, such as a coat or a bicycle? Write down any additional expressions they use.

Point out that no one likes to have property stolen. Explain that taking another person's property without permission is a crime. That means it is against the law and can be punished. If grown-ups steal something, they could go to jail. Children can also get into serious trouble. (Use Teacher Background for this discussion.)

3. Set up a second role play. One child (e.g., Ted) puts his gift beside him. He picks up something else. When he isn't looking, a second child (e.g., Terrie) takes his gift.

Again, ask several students if the gift belongs to them. After asking "Ted" stress that it is "Ted's" property and that it does indeed belong to him.

Review what has happened using the following questions:

Did "Terrie" steal?
Was "Ted" holding the gift?
Did "Terrie" know whose gift it was?
Did "Terrie" know the gift did not belong to her?
Is it right to take something that doesn't belong to you?

What should "Terrie" have done if she wanted to play with the gift? (Find out who owned it, ask "Ted" if he owned it, ask permission to use it.)

4. Set up a third role play demonstration. Let one child (e.g., Joey) steal another's (e.g., Maria's) gift. Next, let "Joey" sell "Maria's" gift to third child (e.g., Ashley) for 5 cents. Make sure everyone sees what happened.

Discuss what happened using the following questions:

Did "Joey" steal? How?
Did "Ashley" steal? How?
Did "Ashley" know that the gift was stolen? (Yes.)
Can you sell something that is not yours?
Should you buy something that is stolen?
Should you buy anything if you suspect or think it might be stolen?

To emphasize ownership, retrieve the stolen gift. Ask several students: Does this gift belong to you? Then ask "Maria" the same question and emphasize that it is "Maria's" property.

Explain that receiving something you know is stolen is also a crime. If grown-ups take something they know is stolen, they can go to jail. Children can also get into trouble.

What should Ashley have done when Joey offered the gift? (Said no. Told him to give it back to owner. Returned it to owner.)

5. Set up a role play with two scenes: (1) Jane and John are having a circus and charging 10 cents. Paul says he will pay later. (2) After seeing the circus, Paul refuses to pay.

Explain that not paying for something like a play or movie is also stealing and is punishable by law. Grownups could go to jail for this kind of stealing.

Discuss the role play using the following questions:

- a. Why was what Paul did wrong?
 - b. Who was hurt?
 - c. How did Jane and John feel?
6. Introduce the term "respect." Explain that to respect someone means to treat that person politely. To respect someone or something also means not to interfere with the person or thing. Ask: "How do we respect other people's property?"

Explain that we show respect for other people's property by leaving it alone, by returning it if it is lost, or by using it carefully if it is borrowed.

We show respect for our own property by taking good care of it.

Divide class into 3-4 teams. Let each team, in turn, act out the following role-play.

Lee has a big balloon. Fran doesn't have a balloon and would like to play with Lee's. Have each group select two people to act out how Fran would get the balloon from Lee. (Fran should seek permission, saying "please" when asking and "thank you" when Lee lends it.)

Team members should then explain or demonstrate how Fran will show respect (take care of) toward Lee's property before returning it and thanking Lee.

Discuss the role-plays using the following questions:

What do you do if you would like to use something that belongs to someone else?
What kind of care do you take of another's property?
What should Fran do if she accidentally breaks the balloon?

7. Teach the students new words to a familiar song:

The More Respect Is Given (Tune: The More We Get Together)

The more respect is given, is given, is given.
The more respect is given, the happier we'll be.
For your property is your property,
And my property is my property.
The more respect is given, the happier we'll be.

SECOND VERSE:

The more respect is given, is given, is given.
The more respect is given, the happier we'll be.
For your things are your things.
And my things are my things.
The more respect is given, the happier we'll be.

EVALUATION:

- Read each of the following statements and have the students raise their hands if they think the statement is an example of theft:
 - a. John's mother has just bought him a new winter coat. Bill gets John to trade the new coat for a pet hamster. Is this theft?
 - b. Marie takes Tonya's new hair brush out of Tonya's desk and hides it in her own book bag. At the end of school Marie takes the brush home. She does not intend to ever bring it back. Is this theft?
 - c. While in the food store Terrell pops a piece of bubble gum in his mouth when no one is looking. Smiling, he walks out of the store without paying. Is this theft?
 - d. Blaine buys a baseball bat from his friend Rodney. The bat is stamped with the words "Property of the Columbus Recreation Department." Rodney tells Blaine to paint the bat as soon as possible since it is stolen. Has Blaine committed a theft?

ANSWER KEY:

- a. No, Making voluntary trades, even when they are not items of equal value, is not theft.
 - b. Yes. Marie intended to take the hair brush and keep it.
 - c. Yes. Terrell intended to deprive the store owner the money for the gum.
 - d. Yes. Blaine is guilty of theft by receiving stolen property.
- Have students fill in Handout 1. The first picture shows child who wants to play with bicycle. In the second picture, students should fill in what child says in requesting use of bicycle (e.g., Please, may I...). In the third space, students should draw a picture showing child's taking good care of the bicycle. In the last picture, students should fill in what the child would say upon returning bicycle. (e.g., Thank you.) (Note: You may need to help individual children write their responses.)

ENRICHMENT:

- Ask the principal to come in and talk about recent or past thefts that have happened in the school. Have him/her tell what happened to the thief.

WHAT WOULD YOU DO?



THE WEB OF ORDER

GRADE LEVEL: K-1 **AUTHOR:** Janice Habersham

TIME REQUIRED: One class period

CONCEPTS/VOCABULARY:

Rules; order; goals

MAIN IDEAS:

- a. Rules establish order in the classroom.
- b. Rules help students accomplish goals.
- c. Good rules are fair, clear, and have a purpose.

QCC CORRELATION:

Content

- K-6. Identifies the need for school rules
- 1-15. Describes the various jobs that school age children perform at school and in the home

Skills

- K-14. Participates in a group activity as a follower and/or leader
- 1-15. Makes decisions and identifies the consequence(s) of choices

INSTRUCTIONAL STRATEGIES:

Trying to solve a group problem without rules
Using rules to solve the same group problem
Discussing the function of rules, order, in a classroom

OBJECTIVES:

The learner will:
--state that rules are important for establishing order.
--give an example of a classroom rule, noting its purpose or intent.

TEACHER BACKGROUND:

This lesson serves to illustrate concretely for students the function of rules in the classroom to establish order.

Classroom rules help students accomplish goals; they enable students to do their work and get along with one another. Classroom rules or group rules lead to order and a means of working together to solve problems.

Good rules have 3 characteristics; they are fair, clear, and reasonable. Fair rules apply to all students equally. Clear rules can be understood by students. Reasonable rules have a purpose.

In this case, the rules provide order for the classroom and allow the students to accomplish a goal, making a large yarn web, by working together.

MATERIALS AND RESOURCES:

Transparency Master for Enrichment Activity

1. Classroom With No Rules

String, ribbon, or yarn (cut into six feet lengths, one length for every two students); tag board (optional) to boldly print terms to be discussed; a treat or token for each student

PROCEDURES:

1. Gather the students in an open area of the classroom and place the string on the floor. Tell the students, "I want you to make a giant spider's web using the string on the floor, and everybody must be part of the web. If you complete this job correctly, you will all get a treat. Now, let's get started."
2. When students ask questions concerning what to do, do not give any more information. You may only repeat what you have already said.

Record some of the behavior as you observe what they attempt to do. Stop after 5-10 minutes or at the point of frustration, inactivity, or chaos.

3. Review the situation, pointing out the difficulty the class had in achieving their goal. Ask the students how they felt and record adjectives they use to describe their experience (e.g. frustrated, angry, unhappy). Ask them, "Did you need some rules?" Use the Teacher Background to briefly review the reasons for having rules and the characteristics of good rules.
4. "Let's try the same activity with rules and order. Please follow these rules:"
 - a. "Make one large circle holding hands." (The string is placed in the center of the circle.)
 - b. "Drop hands."
 - c. The teacher will select one student, (e.g., John), and then a second student, (e.g., Mary), on the opposite side of the circle. John picks up a piece of string and gives one end to Mary. John, then proceeds back to his place holding the string. When he reaches his place in the web, both John and Mary hold the string tightly.
 - d. Continue this step in pairs until everyone has participated. The teacher will participate if there is an odd number student. Note: Children may have to crawl under and around webbing.
 - e. Give the order to lower the string at one time.

5. Discuss how the students responded to the activity and how the activity worked. What did the two webs look like? Ask students how they felt during this activity.

Read the observation recorded during the first activity and compare the behavior in the second activity. Compare the importance of rules and order in this activity to the rules and order of the classroom. Award students with a token, treat, free time, story hour or the like.

EVALUATION:

- Ask each student or small groups of students to tell you one class rule, its purpose or the goal the rule helps class members accomplish. The students should be able to tell if the rule is the same for every student and if the rule is clear.

ENRICHMENT:

- Have the students make posters showing what might happen if a classroom rule were not in effect. For example, if chewing gum were allowed, the poster might show children blowing big bubbles, sticking gum on desks, or trying to get gum out of hair. Transparency Master 1 provides a sample you may use to help the students' imaginations. Display the posters the students make.
- Discuss school rules in the same terms as classroom rules. What is the purpose of the rule? Is the rule fair? Is it clear? What goal does the rule help students accomplish? Some examples might include not running in the halls, talking quietly in the lunchroom, returning one library book before checking out the next one, etc.

CLASSROOM WITH NO RULES



CHILD ABUSE IS AGAINST THE LAW

GRADE LEVEL: K-1 **AUTHOR:** Janice Habersham

TIME REQUIRED: One class period

CONCEPTS/VOCABULARY:

Abuse; protection from abuse; teacher's legal responsibility

MAIN IDEAS:

- a. Children have the right not to be abused.
- b. The law requires people who work with children to report suspected child abuse.

QCC CORRELATION:

Content

- K-7. Describes different feelings one experiences (happiness, sadness, joy, anger, fear, etc.)
- 1-5. Lists roles and responsibilities of family members
- 1-7. Discusses rules of the family unit

Skills

- K-10. Identifies and states a problem related to personal experience
- K-13. Chooses appropriate solution to a problem
- 1-16. Assumes leadership role in accomplishing tasks

INSTRUCTIONAL STRATEGIES:

Listening to a short story of child abuse
Identifying evidence of child abuse in story
Discussing child abuse law and teachers' legal responsibilities toward child

OBJECTIVES:

The learner will:
--be able to define child abuse.
--be able to identify the child's right not to be abused.
--be able to state who has legal responsibility to help a child suspected of being abused.

TEACHER BACKGROUND:

In the law on "Parent and Child Relationship Generally," child abuse is defined as:

- a. Physical injury or death inflicted upon a child by a parent or caretaker thereof by other than accidental means: provided however that physical forms of discipline may be used as long as there is no physical injury to the child;
- b. Neglect or exploitation of a child by a parent or caretaker thereof;
- c. Sexual assault of a child; or

- d. Sexual exploitation of a child. ("The last would be conduct allowing, permitting, encouraging, or requiring a child to engage in prostitution or print or film/video child pornography.")

This section also says that the following persons, if they have cause to believe that a child has been abused, must report such abuse: physicians, hospital or medical personnel, dentists, psychologists, podiatrists, registered or licensed nurses, professional counselors, social workers, family therapists, school teachers, administrators, counselors, child counseling personnel, child service personnel, and law enforcement personnel. (O.C.G.A. 19-7-5)

A note of concern and caution:

While figures vary some, research and experience suggest that there is a strong likelihood that at least one child in any classroom comes from an abusive home or may have experienced parents using abusive behaviors. You are cautioned to be alert to the feelings and needs of all the children in your classroom. It is also advised that you "nip in the bud" any comments that a child might make regarding his or her own abuse. A child seeking to share such experiences needs to be heard, but not by the entire class. Tell the child that you want to hear what he or she has to say, but that it must wait until after the lesson. Later, after hearing what the child says, if you believe he or she has been or is being abused, Georgia law gives you no alternative but to report this information to your principal. A child who comes forth with such comments needs to be given immediate access to a counselor or other professionals licensed to deal with child abuse.

MATERIALS AND RESOURCES:

Attachment

1. "The Little Match Girl" by Hans Christian Andersen

Transparency Master

1. Graphic of The Little Match Girl

Optional: filmstrip or videotape of "The Little Match Girl"

PROCEDURES:

1. Read "The Little Match Girl" to the group while showing the transparency of The Little Match Girl. (If available, the videotape or filmstrip may be substituted.)
2. Discuss how the little girl in the story was treated. Her treatment is an example of child abuse.
 - a. What evidence of child abuse was there in the story, "The Little Match Girl?"
 - b. How did the abuse affect the little girl's life?
 - c. What might have happened if she could have been protected, by law, from child abuse?
 - d. What might have happened if she had told her teacher? A neighbor?

3. Define child abuse for the students.

Abuse includes harsh physical treatment and emotional abuse, threats, and demeaning language or acts.

Read the following examples and ask related questions about what the child can do.

- a. Sometimes Ollie, age 12, misses school for a whole week. His pal, Matt, assumed that Ollie was sickly. One day Ollie tells Matt that when his mom gets mad at him, she locks Ollie in a closet for days. He shows Matt bruises on his hand from pounding on the door. He is always truthful. What should Matt do?
- b. Paula's mother constantly threatens to pour boiling water over her head if she doesn't obey. Her mother has never done this, but Paula is still afraid. What should Paula do?

4. Tell children that they have certain rights and that the law protects children from abuse.

One of the rights of children is that children have the right not to be abused.

Doctors, teachers, nurses, social workers and day care personnel are required to report suspected child abuse (see complete list in Teacher Background).

Child abuse can be reported to the county Department of Family Children Services (DFACS).

5. Help the children distinguish between abuse and behaviors that are not likely to be seen as abusive. (Examples of behaviors not likely to be seen as abusive: mild spanking on the buttocks with hand, being sent to room for a limited time, having a privilege removed, or being yelled at.)
6. Return to the discussion of the "Little Match Girl" and ask some of the same questions again.

Note that the teacher is required by law to report a suspected case of child abuse. The neighbor is not required by law. Emphasize that a child who is being abused should ask for help.

EVALUATION:

- Class participation through discussion and response should allow the teacher to evaluate whether the objectives have been reached.

ENRICHMENT:

- Have children suggest possibilities for a new ending for "The Little Match Girl," in which she receives help.
- Children could draw pictures of people who will help an abused child.

THE LITTLE MATCH GIRL

by Hans Christian Anderson

It was bitterly cold; snow was falling and darkness was gathering, for it was the last evening of the year--New Year's Eve. In the cold and gloom a poor little girl walked, bareheaded and barefoot, through the streets. She was wearing slippers, it is true, when she left home, but what good were they? They used to be her mother's, so you can imagine how big they were. The little girl lost them as she ran across the street to escape from two carriages that were being driven terribly fast. One slipper could not be found, and a boy ran off with the other, saying that he could use it very nicely as a cradle some day when he had children of his own.

So the little girl walked about the streets on her naked feet, which were red and blue with the cold. In her old apron she carried a whole lot of matches, and she had a packet of them in her hand as well. Nobody had bought any from her, and no one had given her a single penny all day long. She crept along, hungry and shivering, the picture of misery, poor little thing! The snowflakes fell on her long golden hair which curled so prettily about her neck, but she did not think of her appearance now. Lights were shining in every window, and there was a glorious smell of roast goose in the street, for it was New Year's Eve, and she could not think of anything else.

She huddled down in a little heap in a corner formed by two houses, one of which projected further out into the street than the other, but though she tucked her little legs up under her she felt colder and colder. She did not dare to go home, for she had sold no matches nor earned a single penny. Her father would be sure to beat her, and besides, it was cold at home. They had nothing but the roof above them, and the wind whistled through that, even though the largest cracks were stuffed with straw and rags. Her little hands were almost dead with cold. Oh, how one little match would warm her! If only she dare pull just one from the packet, strike it on the wall and warm her fingers. She pulled one out --scr-r-ratch! How it spluttered and burnt! It was a warm bright flame like a little candle when she held her hand over it, but what a strange light! It seemed to the little girl as if she were sitting in front of a great iron stove with polished brass knobs and brass ornaments. The fire burnt so beautifully and gave out such a lovely warmth. Oh, how wonderful that was! The child had already stretched out her feet to warm them too, when out went the flame, the stove vanished, and there she sat with a bit of the burnt match in her hand.

She struck another. It burnt clearly, and where the light fell upon the wall, it became transparent like a curtain of gauze. She could see right into the room where a shining white cloth was spread on the table; it was covered with beautiful china, and in the center of it stood the roast goose, stuffed with prunes and apples, steaming deliciously. And what was even more wonderful was that the goose hopped down from the dish, waddled straight up to the poor child! Then out went the match, and nothing else could be seen but the thick cold wall.

She struck another, and suddenly she was sitting under the most beautiful Christmas tree; it was much larger and much lovelier than the one she had seen last year through the doors of the rich merchant's house. A thousand candles lit up the green branches, and gaily colored pictures, like those in the shop-windows, looked down upon her. The little girl reached forward with both hands--then, out went the match. The many candles on the Christmas tree rose higher and higher throughout the air, and she saw that they had now turned into bright stars. One of them fell, streaking the sky with light.

Attachment 1 ctd.

"Now someone is dying," said the little girl, for old Granny, the only one who had ever been good to her, but who was now dead, had said: "Whenever a star falls, a soul goes up to God."

She struck another match on the wall; once more there was light, and in the glow stood her old Granny, oh so bright and shining, and looking so gentle, kind, and loving. "Granny!" cried the little girl. "Oh, take me with you! I know you will disappear when the match is burnt out; you will vanish like the warm stove, the lovely roast goose, and the great glorious Christmas tree!" Then she quickly struck all the rest of the matches in the packet, for she did so want to keep Granny with her. The matches flared up with such a blaze that it was brighter than broad daylight, and her old Granny had never seemed so beautiful nor so stately before. She took the little girl in her arms and flew with her high up, oh, so high, towards glory and joy! Now they knew neither cold nor hunger nor fear, for they were with God.

But in the cold dawn, in the corner formed by the two houses, sat the little girl with rosy cheeks and smiling lips--dead--frozen to death on the last evening of the Old Year. The dawn of the New Year rose on the huddled figure of the little girl, holding the matches, of which a packet had been burnt more than halfway down.

"She was evidently trying to warm herself," people said. But no one knew what beautiful visions she had seen, and in what a blaze of glory she had entered with her dear old Granny into the heavenly joy and gladness of a new year.



WHO WILL TAKE CARE OF ME?

GRADE LEVEL: K-1 **AUTHOR:** Kimberly M. Lord

TIME REQUIRED: Two class periods

CONCEPTS/VOCABULARY:

Basic needs; custody; visitation rights; joint custody

MAIN IDEAS:

- a. Georgia has laws that define the basis for child custody.
- b. Parents have a responsibility to care for children even when a marriage ends.

QCC CORRELATION:

Content

- K-8. Names the members of different types of family units
- 1-5. List the roles and responsibilities of family members
- 1-7. Discusses rules of the family unit

Skills

- K-10. Identifies and states a problem related to personal experience
- K-12. Identifies best source(s) to solve a problem
- 1-15. Makes decisions and identifies the consequence(s) of choices

INSTRUCTIONAL STRATEGIES:

Identifying needs of a minor child
Discussing child custody laws
Using flannel board figures or transparencies to illustrate custody laws

OBJECTIVES:

The learner will:
--identify basic needs which are recognized by Georgia law.
--demonstrate an understanding of child custody laws.

TEACHER BACKGROUND:

Prior to 1973, severe restrictions were placed on reasons that could be used to legally sever the marriage relationship in the state of Georgia. Twelve very specific grounds were recognized by the state as sufficient to authorize the granting of a divorce in Georgia (O.C.G.A. 19-5-3). Custody of minor children was closely related to the grounds for divorce, and custody was awarded to one parent OR the other on the basis of which party was not in "default" of the marriage.

In 1973, the Georgia legislature added the thirteenth ground for divorce: that the marriage is irretrievably broken. This ground has become known as the "no-fault" basis for divorce in Georgia, or Georgia's no-fault divorce law. Subsequent rulings of the Georgia Supreme Court have supported the position that if one party decides to leave the relationship, the marriage may be terminated. This change in divorce law, in which

neither party may be considered at "default," necessitated changes in custody law. In addition, beliefs about parenting are changing, and custody of minor children no longer is quite so often seen as the mother's right.

Children of parents who are separating or divorcing are concerned about "who will take care of me," and an understanding of custody laws should be salient and useful.

O.C.G.A. 19-9-3 describes the discretion that the court has in custody disputes, the right of a child 14 years old or older to select the custodial parent, review of visitation rights, and grandparent visitation.

- a. In all cases in which the custody of any minor child or children is at issue between the parents, there shall be no prima-facie right to the custody of the child or children in the father or mother. The court hearing the issue of custody, in exercise of its sound discretion, may take into consideration all the circumstances of the case, including the improvement of the health of the party seeking a change in custody provisions, in determining to whom custody of the child or children should be awarded. The duty of the court in all such cases shall be to exercise its discretion to look and to determine solely what is for the best interest of the child or children and what will best promote their welfare and happiness and to make its award accordingly. In all custody cases in which the child has reached the age of 14 years, the child shall have the right to select the parent with whom he desires to live. The child's selection shall be controlling unless the parent so selected is determined not to be a fit and proper person to have the custody of the child. Nothing in this Code section shall be interpreted to deny the noncustodial parent the right to reasonable visitation determined by the court as in other cases. Joint custody, as defined by Code Section 19-9-6, may be considered as an alternative form of custody by the court. This provision allows a court at any temporary or permanent hearing to grant sole custody, joint custody, joint legal custody, or joint physical custody where appropriate. The court is authorized to order a psychological custody evaluation of the family or an independent medical evaluation.
- b. In any case in which a judgment awarding the custody of a minor has been entered, on the motion of any party or on the motion of the court, that portion of the judgment effecting visitation rights between the parties and their minor children may be subject to review and modification or alteration without the necessity of any showing of a change in any material conditions and circumstances of either party or the minor, provided that the review and modification or alteration shall not be had more often than once in each two-year period following the date of entry of the judgment. However, this subsection shall not limit or restrict the power of the court to enter a judgment relating to the custody of a minor in any new proceeding based upon a showing of a change in any material conditions or circumstances of a party or the minor.
- c. In the event of any conflict between this Code section and any provision of Article 3 of this chapter, Article 3 shall apply.
- d. It is the express policy of this state to encourage that a minor child has continuing contact with parents and grandparents who have shown the ability to act in the best interest of the child and to encourage parents to share in the

rights and responsibilities of raising their children after such parents have separated or dissolved their marriage.

MATERIALS AND RESOURCES:

Attachments

1. Mr. Dad and Ms. Mom House Drawings (may be used as a Transparency Master or as flannel board patterns)
2. People Involved in Custody Decisions

Art board or construction paper; old magazines; glue; pencils; index cards; chart paper; markers; pencils; ruler; yardstick; assortment of colored construction paper; flannel board or overhead projector

PROCEDURES:

Period One

1. Provide students with the necessary supplies to construct collages of items which the students feel are basic needs for their survival. Discuss collages.

Needs should include food, shelter, clothing, education, etc. (You may need to point out the difference between needs and wants and elicit or provide some examples.)

2. Discuss and display the collages. Ask students how these needs are met. (Answers may include mother, father, grandparents, church, or school. You should note for students that needs are met by several people who love them.)

Period Two

1. Introduce the concept of custody. Explain that although marriages may end, parents do not stop loving their children nor does their responsibility for meeting their children's needs end. (Refer to collages.) Georgia has laws to protect minors, to ensure that parents continue to meet their needs during and after a divorce, and to help parents work out custody or "Who will take care of me?"
2. Discuss custody alternatives using the transparency master or by using patterns provided to make pieces for a flannel board. Move figures or let children place figures as needed to demonstrate each situation.

Record main points on chalkboard or chart paper:

- a. Father may have custody; mother has visitation rights.

Show the father and boy together at Mr. Dad's house. Explain that when Dad has custody, the child lives with Dad. Then have the mother, who has visitation rights, come to Dad's house for the child and take him to her house for a visit, maybe for the weekend. She then takes the child back to Dad's house, or Dad may come to get him. Move the characters as you explain the custody and visitation rights.

- b. Mother may have custody; father has visitation rights.

Show the mother and boy together at Ms. Mom's house. Explain that when Mom has custody, Mom is the one who has primary responsibility for care. Then have Dad, who has visitation rights, and the boy go to Dad's house for a visit. Return the boy to Mom's house.

- c. Mother and father may have joint custody.

When Mom and Dad have joint custody, the child may actually live with each parent. For example, he may spend two weeks with Dad and then two weeks with Mom. Show Mom and Dad in their houses and the boy going back and forth.

- d. If the child is 14 or older, he or she selects parent to live with.

Using the figures of the girl and the judge, note that at age 14, the child may select the parent she lives with. For example, she may choose to live with her father, but she still visit her mother. Alternatively, she may live with Mom but still visit Dad.

- e. Time with grandparents is encouraged by the state.

Whether Mom has custody, whether Dad has custody, or whether Mom and Dad share joint custody, the state encourages the child to spend time with grandparents. Use the figures to demonstrate each situation.

- f. Custody/visitation rights may be reviewed when changes occur.

Use the figures of the judge, the parents, and children to show a review of custody rights. Give examples of changes that may lead to review, such as a change in a parent's health, the child reaching the age of fourteen, or a parent remarrying. Refer to the Teacher Background for details.

3. Review points recorded on board or chart paper and leave on display. Summarize that custody laws help parents solve hard problems and find ways to meet children's needs after a divorce.

EVALUATION:

- Have small groups of children use flannel board figures to illustrate points of custody law for each other.

ENRICHMENT:

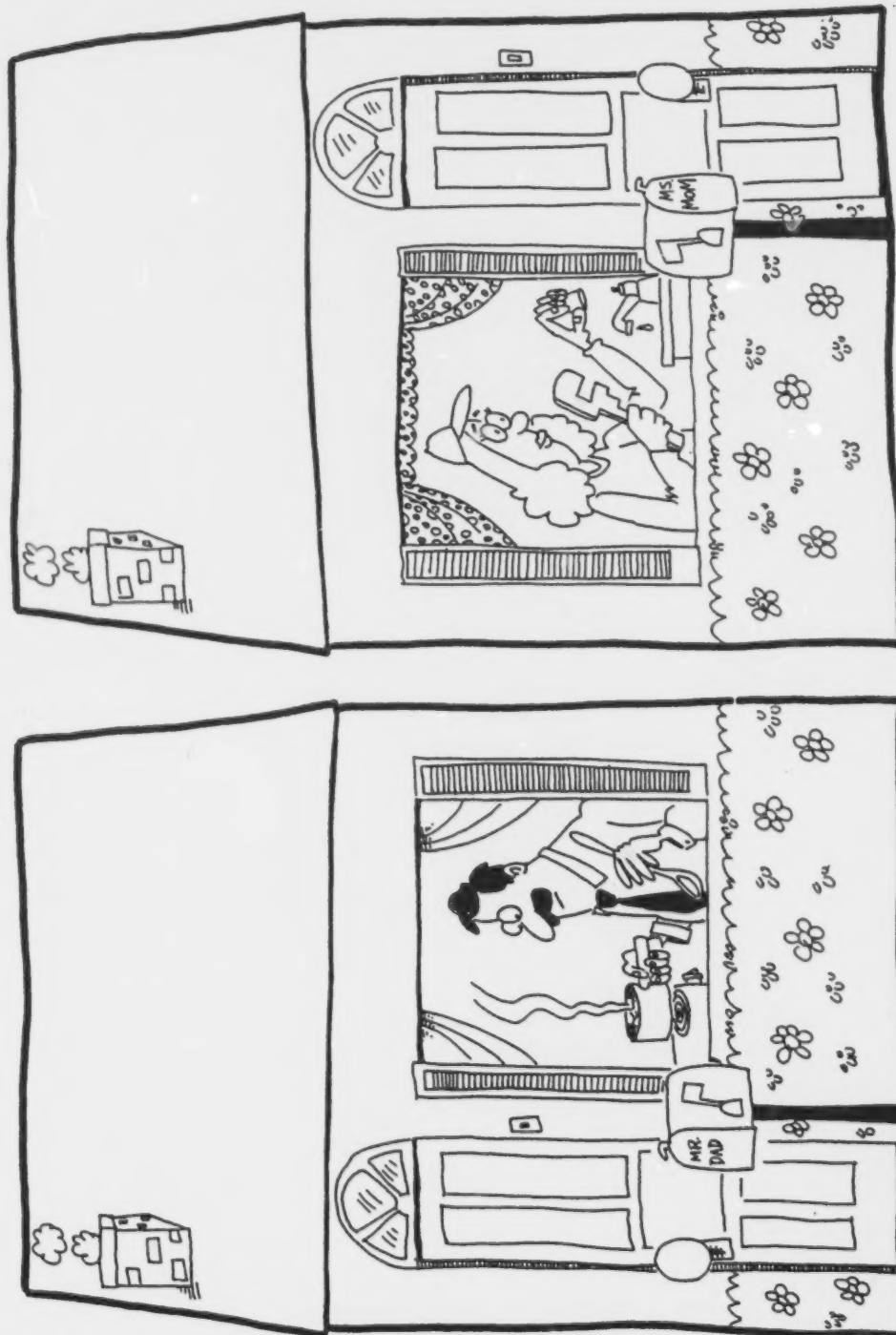
- Invite a judge, lawyer, counselor, or social worker to your class to discuss custody and answer questions.
- Show a film or videotape of "The Parent Trap" (rated G).

- Students could conduct a survey among their classmates that focuses on the status of households represented among this class. The sole indicator which will be surveyed is the parental status. Students will participate simply by raising their hands in response to the appropriate label which best describes their parent representation. The response choices should be as follows:

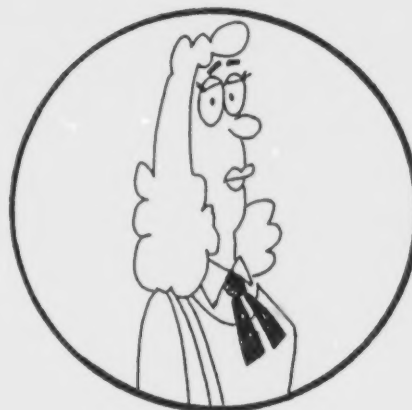
- Both parents live within the home.
- A mother is the parental figure within the home.
- A father is the parental figure within the home.
- A significant other is the parental figure within the home (aunt, uncle, grandparent, boyfriend, or girlfriend of parent).

During this survey the teacher or a student will record results; then students will prepare bar graphs.

MR. DAD AND MS. MOM HOUSE DRAWINGS



PEOPLE INVOLVED IN CUSTODY DECISIONS



JUSTICE FOR ALL

GRADE LEVEL: K-1 **AUTHOR:** Evelyn Wages

TIME REQUIRED: Two class periods

CONCEPTS/VOCABULARY:

Justice; rules; laws; consequences

MAIN IDEAS:

- a. Rules help keep order.
- b. Rules should be clear and have a reason.
- c. Justice means the same rules apply to everyone.
- d. Justice means that the same consequences and rewards apply to everyone.

QCC CORRELATION:

Content

- K-6. Identifies the need for school rules
K-18. Predicts the consequences of responsible and/or irresponsible actions
1-7. Discusses rules of the family unit

Skills

- K-10. Identifies and states a problem related to personal experience
1-10. Recognizes and states a problem related to appropriate activities
1-14. Chooses appropriate solutions to a problem

INSTRUCTIONAL STRATEGIES:

Playing game to distinguish fair from unfair rules
Discussing classroom rules and reasons for them
Writing and illustrating playground rules

OBJECTIVES:

- The learner will:
- be able to state two problems that arise when children in a classroom are not treated equally.
 - give a reason for one classroom rule that applies to everyone in the room.
 - describe feelings related to being treated unjustly.
 - identify two characteristics of a fair rule.

TEACHER BACKGROUND:

This lesson deals with the inalienable rights set forth in the Declaration of Independence and their protection by the Constitution of the United States of America. The Declaration of Independence states: "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain inalienable rights, that among these are Life, Liberty, and the pursuit of Happiness" These rights are protected by the Fifth Amendment to the Constitution of the United States as it states an

individual's rights in a criminal case: "nor be deprived of life, liberty, or property, without due process of law ..."

This due process clause means the government can only take these rights away in a fair manner and for a good reason. A fair manner requires notice and a hearing. These rights may not be taken away arbitrarily or randomly by government officials. The procedures that must be followed before taking away these rights are defined by the courts. (Unfortunately, the results may not always be "fair," i.e., sometimes innocent people are found to be guilty; sentencing can be disparate.)

The Fourteenth Amendment carries the requirements for the government a bit farther. States are required to abide by "due process" for every person: "Nor shall any state deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the law." The "equal protection" of the law clause is to ensure that all people are protected by the law, regardless of personal attributes. The law applies to every single person within the jurisdiction of particular laws and governmental bodies that enforce such laws.

Simply stated, the Constitution protects everyone. These protections are not absolute, but there must be good reasons for exceptions. For example, children are not guaranteed driver's license privileges by law (equal protection) because the public safety would be in jeopardy.

MATERIALS AND RESOURCES:

An open space, outside or inside, for playing a running game; a chart of existing classroom rules

PROCEDURES:

Period One

1. Move the students to a large open space and tell them they are going to play a racing game. Explain how to play "One, two, three, Red Light." One child is the leader. He/she moves quite a distance away from the others who are behind a base line. The leader turns his/her back to the group and says "One, two, three, Red Light!" and spins around to see if he/she can catch anyone moving. During the words "One, two, three," the children run toward the leader. The children "freeze" before the leader spins around so that he/she will not see any movement. If the acting leader sees anyone moving when he/she spins around, the person is sent back to the starting base to begin again. The object of the game is to tag the leader first and become the leader for the next game.
2. Let the children play through the game one time in the traditional way. At the end of the first round, alter the rules for certain players. Some ideas for this are:
 - a. Anyone wearing red has to crawl.
 - b. Anyone with brown shoes does not have to "Freeze" on "Red Light!"
 - c. Anyone wearing green must hop like a frog.

Try only one change at a time, but alter the game so that the same two or three children win every round. Continue the game until children begin to comment about the unfairness of having the same winners over and over.

3. Come together in a large circle to discuss the game. Let those children who were unfairly penalized talk about the experience. Discuss whether it is more fun to play when the same rules apply to everyone or when the game is altered so the same people win every time. Do the children feel they were treated fairly when the same rules or when different rules were applied to the group?
4. Introduce the word JUSTICE. Explain that justice means everyone follows the same set of rules or laws. It also means everyone receives the same consequences for breaking the rules or laws. Where has the word justice been heard before? (Make sure the "Pledge of Allegiance" is brought up. What does it mean when we say "justice for all?")
5. Review the rules of the traditional game and then let the children play the game again with everyone following the same set of rules. Does this feel more fair? Is it more fun?

Period Two

1. Review the word justice and the feelings that lack of justice aroused in the racing game. Display the chart of classroom rules. Ask the students to look over the classroom rules. Are they fair? What makes rules fair?

Lead students to discover that to be fair, rules should have the following qualities:

- a. Fair rules apply to all equally. Ask: What would happen if the rules were different for some of the children? What would happen if children received unequal rewards for following the rules? What would happen if they received unequal punishments for disobeying them?
- b. Point out that fair rules are clear and understandable. Ask: What if a rule said: "Decollation (beheading) is forbidden." It wouldn't be a good rule because no one knows what decollation means.

What if a rule said "No hitting." Is that clear? What if you hit a ball? Is that wrong? Hitting another person? Yes, that may be what the rule means. To be clear, the rule should say, "No hitting other people."

- c. There are good reasons for fair rules. Examine the classroom rules. Is there a good reason for each one? Reasons may be related to safety, health, order, promoting learning.
2. Decide if the classroom rules are an example of justice. Are they clear? Do they have a reason? Do the rules apply to everyone? Can everyone earn the same rewards? Ask: What would the classroom be like without one of these rules? Why do we need rules for games and classroom behavior?
3. Let the students think of a few laws that pertain to everyone in Georgia. (If they do not know any, bring up laws they can visualize such as laws related to obeying traffic signs or littering.) Do we understand what the laws say we are to do? Why are the laws necessary? Do the laws apply to everyone? Are there consequences that apply to everyone who breaks a particular law? Do the laws discussed exemplify justice?

4. To summarize the lesson and check on the students' understanding, ask the group to dictate a list of 4 or 5 rules that would be good playground rules. Be sure they are fair, clear, and reasonable.
5. Let the students draw pictures that show the playground rules being followed. Share and display their pictures as a reminder of the lesson.

EVALUATION:

- Ask each child to draw a picture representing a situation occurring in a classroom where the same rules and/or consequences do NOT apply to everyone. Give children an opportunity to dictate or write, if capable, a few sentences about their illustrations. Prompting questions by an adult might be helpful (What is happening in the picture? What is the problem? What caused the problem? How can the problem be solved?)

Ask the class or individuals to describe how the children in the situation feel. How do you feel if the rules are not the same for everyone? How do you feel if the consequences are not the same for everyone?

- In an interview, ask each child to pick the classroom rule he or she thinks is most important and tell why the rule is needed. Probe: Should everyone have to follow this rule? Why or why not?

ENRICHMENT:

- The children might work in groups or pairs to develop short role plays of situations showing justice or a lack of justice. The total group would then discuss whether the role play situation did or did not demonstrate justice.
- Have the children pretend to be parents, teachers, or government officials such as mayors. Each child or pair of children should think of two rules to apply in their jurisdiction. They must have a reason for the rule and consequences for breaking the rule. Children who are not writing on their own might illustrate the situation or dictate the rule to an adult. The rules (or a sampling of the rules) might be shared with the whole class so that each rule could be evaluated in terms of justice.
- Have the children write or dictate stories in which someone was treated unjustly. They could then write "partner stories" that represent the same situation handled in a just manner.
- Have the children work as a collective group to author a list of just rules for teachers, principals, parents, or another adult group. They should think of consequences for breaking the rules.
- Let classroom rules be unjust for one day or class period. Let the children explore what happens if some people are allowed to talk whenever they choose while others must raise their hands. How does each group feel? Is this justice? What happens to the classroom operation?

LET'S NOT KILL THE WATER

GRADE LEVEL: K-1 **AUTHOR:** Evelyn Wages

TIME REQUIRED: One class period

CONCEPTS/VOCABULARY:

Pollution; environment; detergent; phosphates

MAIN IDEAS:

- a. Water pollution interferes with human health.
- b. Many things people do create water pollution.
- c. Each person can take actions to help avoid pollution.
- d. There are laws to protect our environment from water pollution.

QCC CORRELATION:

Content

- K-18. Predicts the consequences of responsible and/or irresponsible actions
1-12. Identifies the need for rules in the school and community

Skills

- 1-1. Acquires information through reading, listening, and observing

INSTRUCTIONAL STRATEGIES:

Observing and experimenting with the effects of polluting water
Discussing water pollution and laws to regulate it
Illustrating the effects of pollution

OBJECTIVES:

The learner will:

- name at least one source of water pollution.
- state how water pollution affects his/her health.
- give an example of a law which regulates pollution.
- name at least two ways he/she can avoid polluting.

TEACHER BACKGROUND:

Water that we drink and use comes from surface water (like lakes, rivers, etc.) and groundwater. In northern Georgia, most comes from surface water; in southern Georgia from groundwater. Most groundwater comes from underground "pools" called aquifers.

Major laws protecting water quality are the Federal Clean Water Act (33 U.S.C.A. secs. 1251 et seq.) and the Georgia Water Quality Control Act (O.C.G.A. 12-5-20). Among other things, these acts empower agencies (federal, Environmental Protection Agency; Georgia, Department of Natural Resources--Water Quality Board) to control and regulate water pollution.

There are two sources of pollution: point and non-point. Pollutants dumped into waterways through pipes are called point sources. These are relatively easy to regulate. Federal and state agencies can set limits on (and monitor) what is dumped into water from these sources. It is harder to regulate non-point sources of pollution. These include nutrients, soil, and other substances carried by runoff water. In households, these include such items as oils, battery acids, detergents, and dishwashing cleaners.

A 1990 Georgia law (O.C.G.A. 12-5-23.1 and 12-5-27.1) prohibits the making, selling, and distribution of cleaning agents with high levels of phosphorus. Phosphates over-stimulate the growth of aquatic plant life, contributing to the degradation of water quality and making it harmful to animals, fish, plants, and people. The law excludes many commercial products, but it does apply to household laundry detergents and dishwashing cleaners, which may not contain more than 8.7% phosphorus.

In addition, state and federal parks now enforce regulations prohibiting dumping of "gray water" (dishwater, bathroom wastes, etc.) on the ground.

Note that these laws limit but do not eliminate pollution. Students should not be led to believe that these laws have completely resolved the problem. Many environmentalists believe stronger regulation is needed.

Also note that state laws prohibit littering of waterways--lakes, rivers, etc. Such littering is a misdemeanor.

MATERIALS AND RESOURCES:

Demonstrations

1. A dish pan or similar tub; empty potato chip bag; paper bag; empty sandwich bag or plastic wrap; plastic food container; empty soft drink can; piece of newspaper; broken glass bottle.
2. Empty eye dropper; liquid detergent; cup of water; a penny.
3. Detergent boxes with "no phosphates" labels

Transparency Master

1. Where Do Pollutants Go?

PROCEDURES:

Demonstration 1:

1. Fill dish pan or similar tub with water from a sink or water fountain to which the students have access. Let the children look at the water, smell the water, and describe the water. Would anyone like a drink of the water? Let a volunteer have a sip of the water. Is it good? Does it seem clean?
2. Tell the children the following story:

Once upon a time there was a little girl named Jill who wanted to go on a picnic with her friend Sarah. They decided to go to a nearby pond and eat their lunches there. Jill brought a peanut butter and jelly sandwich, a bag of potato chips, and a canned soft drink in a paper bag. Sarah brought a fruit salad and a hot dog in a plastic food container. Jill and Sarah enjoyed sitting in the warm sunshine eating together.

When Jill finished her lunch, she decided she would go play on the playground. She was in a big hurry and did not want to bother taking her lunch bag to the trash can, so she tossed her chip bag, her paper bag, her sandwich wrapper and her drink can in the pond.

(PUT COMPARABLE TRASH ITEMS INTO THE CONTAINER OF WATER). Sarah rinsed her plastic food containers out in the pond (RINSE THE PLASTIC FOOD CONTAINER IN THE WATER) and followed Jill to the playground.

A family was camping near the pond, too. They needed to wash their dishes after lunch, so they got water in a tub from the pond and washed their dishes with detergent and poured the soapy water back into the pond. (PUT SOAP OR DETERGENT INTO THE WATER.)

A little boy named Fred was walking around the pond and he found a small piece of newspaper. He threw it into the pond to see if ducks would eat it. (PUT NEWSPAPER INTO THE WATER.)

A group of children was playing a game near the pond. They were playing catch with an old glass bottle. When one child missed, the bottle fell to the ground and broke. They were afraid they would cut their feet on the glass, so they picked up all the little pieces of glass and threw them in the pond. (PUT BROKEN GLASS INTO THE WATER.)

At the end of the day, all of these visitors left the pond in the park and went home. They had enjoyed the day. The next day different people came. One family planned to go swimming in the pond. Ask: Were they able to have fun? One man wanted to taste the cool pond water. Ask: Was he able to have a drink of clean water? Who wants to drink a sip of the water in our container now?

3. Discuss with the children what happened to the water as things were thrown into it, and what the effects could be if such things are put into real ponds or waterways. (People cut on glass and cans, people made sick or poisoned by chemicals, people unable to enjoy a beautiful spot, etc.)
4. Tell the students that drinking water comes mainly from rivers, lakes, and underground aquifers. Stress that these sources can easily be polluted. To illustrate the environmental damage caused by detergents, let the children guess how many drops of water will fit on a penny.

Demonstration 2:

Use the eye dropper to put clean water on the penny. (Note that the cleaner the water the better this works. The water will stand on the penny in an incredible way.)

Now add one drop of liquid detergent to the water. The drop will now run off the penny.

Explain about surface tension of water and how it allows animals to breathe at the water's surface and helps small insects sit on the water. If soap is added to the water, the water surface tension is reduced, and many of these creatures can no longer survive.

Point out that because larger animals, such as fish and birds, need smaller insects and animals to eat, the loss of water surface tension due to detergent pollution is very serious. Larger animals, such as fish and birds may die also.

5. Show the students several detergent boxes. Write "NO PHOSPHATES" on the chalkboard and let the children examine the boxes to find the words. Ask why these labels are there. Point out that people discovered that phosphates (which were found in many laundry detergents) cause algae and other water plants to grow rapidly. This rapid growth harms the waterways. This, as well as the water tension affected by soaps and oils, can make it impossible for animals and plants to survive, and the water becomes undesirable for human purposes.

Explain that because of protests and laws against phosphates, detergent makers removed or reduced the amounts in their products. They put the labels on their packages so that consumers will know the content. In Georgia, it is now against the law to sell laundry detergents and dishwasher cleaners to consumers with "unsafe" levels of phosphates, i.e., more than 8.7%.

6. Use the Teacher Background to explain that there are laws that regulate the wastes and bad chemicals that industries and cities can put into the water. Some of these wastes are usually carried into the water through pipes. (Point sources of pollution.) These can be regulated by government agencies. Those who discharge too much pollution can be fined.

Now, explain that other pollution comes from materials we and others dump onto our ground, streets, and waterways. This pollution is harder to regulate, although there are also laws to protect the water from this kind of dumping of harmful materials. One example is a regulation that controls the dumping of "gray water" in state and national parks. "Gray water" is the term given to water that has been used for washing, bathing, cooking, or sanitation. Gray water should be treated before it is returned to the earth. If dumped on the ground, it can run off into a nearby stream or lake, or it might sink into the ground and affect the water people use from wells. Show and discuss Transparency 1: Where Do Pollutants Go?

7. Discuss what the children and their families can do about water pollution. One thing is not to dump harmful household or family business pollutants onto the ground (or streets, ponds, etc.)

List on the board some items that people should avoid putting into the ground around their homes. Examples are: soapy water, motor oil, battery acid, cleaning fluids, and solvents. These should be disposed of in other ways. People should also avoid or limit application of the pesticides and fertilizers that are used on lawns, gardens, and farms. These also cause pollution problems because they can sink into the groundwater, or rain water can wash them away and into streams.

Discuss other ways of reducing pollution, such as letting lawmakers know about your concerns about water pollution; informing others about the problem and some things they can do; and supporting environmental groups.

EVALUATION:

- Let the children draw and color a picture of a beautiful body of water and its surroundings. They should make a second picture of the same spot after water polluters have been there. Display the sets of pictures and let the children comment as to which ones they would rather visit. Invite other classes to see the display, and let students make signs or use presentations to tell them about water pollution.
- Have an aide, parent, or older student interview each child regarding the pictures they made contrasting clean and polluted water.

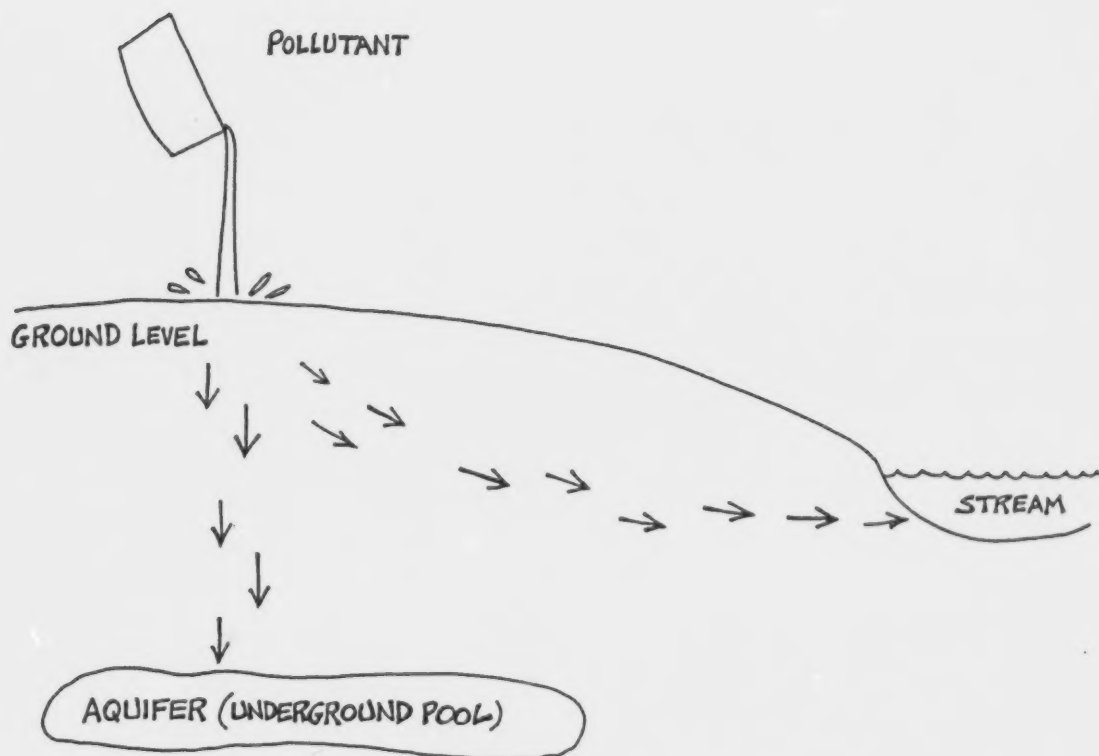
Ask:

1. How did the water get polluted? What was put into it that caused the pollution?
2. Are there laws against pollution? Can you tell me about them? What do they say?
3. How could you help prevent water pollution? Are there things you can do at home or at school?

ENRICHMENT:

- Class could collaborate on a letter to legislators supporting strong water quality laws.
- Students could survey school and grounds for evidence of water pollution (e.g., gray water, pesticide runoff) and talk with principal about correcting any problems found.
- Invite a guest speaker from an environmental group to reinforce the lesson.
- Have students develop an "I won't pollute" pledge to be signed by each of them, their families, and other classes.

WHERE DO POLLUTANTS GO?



TOO MUCH NOISE!

GRADE LEVEL: K-1 **AUTHORS:** Evelyn Wages and Ann Blum

TIME REQUIRED: One class period

CONCEPTS/VOCABULARY:

Noise; noise pollution; nuisance

MAIN IDEAS:

- a. Noise pollution is harmful and can interfere with human health.
- b. Many things people do create noise pollution.
- c. Each person can take action to avoid pollution.
- d. There are laws to protect us from some noises.

QCC CORRELATION:

Content

- K-18. Predicts the consequences of responsible and/or irresponsible actions
1-12. Identifies the need for rules in the school and community

Skills

- K-1. Acquires information through observing and listening

INSTRUCTIONAL STRATEGIES:

Observing the effects of noise
Role playing noise-making problems
Discussing noise pollution laws
Identifying the harmful effects of noise pollution and preventive measures

OBJECTIVES:

The learner will:
--state how noise pollution can affect his/her health.
--give an example of a law which regulates noise pollution.
--name at least two ways he/she can prevent noise pollution.

TEACHER BACKGROUND:

Civil Law (torts)

Under tort law, annoying, disrupting noises are classified as "nuisances." Nuisances may be defined as anything that causes harm or inconvenience to another. Nuisances can affect the public as a whole or one or more individuals. Individuals can petition a court for an order to "stop" an annoying or disruptive noise. They can also sue for damages. Note, however, that an issue in a court case would be whether the noise was such as to be harmful to a "reasonable," ordinary person. Note, too, that Georgia law requires that people first use local ordinances to solve the problem of a nuisance before seeking a court order.

Local Ordinances

Many Georgia municipalities have ordinances (laws) limiting noise, particularly during the evening and nighttime. Violation will probably result in a fine.

State and Federal Laws

In 1991, the Georgia General Assembly made it a misdemeanor to play a car radio or stereo so loudly that it can be heard 100 feet away. (Misdemeanors are crimes for which the penalty is no more than one year in jail and/or a fine.)

The federal "Noise Control Act" (1975) is designed to eliminate noise at the design stage of common carriers (e.g. planes). The Environmental Protection Agency sets standards for this noise control. Excessive noise in the workplace is regulated under the federal Occupational Safety and Health Administration (OSHA).

MATERIALS AND RESOURCES:

Handout

1. Are There Laws To Reduce These Noises?

Record player; tape player; radio; tapes and records with rock music

PROCEDURES:

1. Turn on a cassette recorder, record player, and radio at the same time (fairly loudly). Turn them up until the children express confusion, complain, or put their hands over their ears. Then, turn off all the sounds. Ask if the noise could be harmful to them. How do their ears feel? Does anyone have a tingling ear? Could it be harmful to a person's ears to hear very loud noises?
2. Explain that the class will be doing some role plays to learn about ways in which noises are harmful and to discuss the protections we have from these noises. In the role plays, children will play cars, dogs, etc. (You may wish to do role play A out of doors.)

A. Noisy Cars Role Play

Roles:

One police car that makes siren noise.

One ambulance that makes siren noise.

Three or four radio-playing cars that make very loud talking or singing noises.

Cars that make soft humming motor noises (rest of class).

After assigning parts, test the effectiveness of the sirens. Ask the regular cars to "hum" like an almost silent motor. Have the emergency vehicles test their siren noises. These should be easily heard by all drivers. Stop the action.

Now, have the radio-playing cars prepare to "turn up their radios" and make as much noise as they can either talking or singing. When you count three, the regular cars should "hum" and the radio-playing cars make their noises. Now, let the emergency vehicles try to sound their sirens. Can they be clearly heard? (Probably not.)

Stop the role play and discuss: Were you bothered by the radio-playing cars? Could you hear the sirens? What would be bad about that? Point out that because too much noise can sometimes create problems, there are some laws that regulate noisemaking. One law says that people cannot play a car radio so loudly that others can hear it 100 feet away. Why was this law passed? One reason is that the noise made it impossible for the driver (and even others) to hear emergency vehicle sirens. Another is that the noise annoyed other drivers and pedestrians, particularly in quiet neighborhoods.

B. Barking Dogs and Rock Bands Role Play

Roles:

Two or three "dogs"

Four or five members of a "rock" band

Sleepers (rest of class)

Explain that it is two o'clock in the morning. Almost everyone is asleep. Have the sleepers put their heads on desks or tables and tell them to try to go to sleep. Instruct them also to complain if there are problems. After a few moments, have the students who are "dogs" bark and bark until they get some reaction or complaints. Then tell them to be quiet. Shortly thereafter, have the "rock" band begin to play. The band should play until there is considerable reaction from the sleepers.

Stop the role play and discuss: How did the children feel when they were trying to sleep and the dogs barked? When the rock band began playing?

Explain that it is very upsetting to have loud noises when you are trying to sleep or do something quiet. Are there any laws to protect you? (Yes.) Most cities have laws prohibiting people to make noise that is disturbing to others, particularly during late evening or nighttime hours. People can call the police, and adult violators can be punished (usually with a fine.) If that does not work, people can petition for a court order to stop noises.

Discuss how noise can be more of a problem at some times and places than at others. Would the dogs have been such a bother during the day? Would the band have been a bother if you were at a park concert? Ask if students have ever seen signs for quiet near a hospital. Discuss the reasons for such signs.

C. Airplanes Role Play

Roles:

Four or five noisy "airplanes"

Children talking together

Allow the children to have a time for talking or playing. Once this occurs, have the "airplanes" go by the groups making very loud airplane noises.

Discuss: Was it annoying being interrupted by these noises? (Yes.) Point out that as jets became noisier and noisier, people who lived near airports began to complain a great deal. These complaints resulted in federal regulations to try to limit the noise.

3. Ask students to recount any bad experiences they have had with noise. Then, brainstorm with students some of the problems with noise. List these on the board: damage to hearing; keeps people from sleeping which can make them cross, unable to work well, ill; blocks out important noises such as emergency vehicle sirens; interruption of work and pleasure.
4. Review the laws relating to noise pollution (see Teacher Background), but remind students that these laws do not solve all problems. Discuss what the students can do about "noise pollution." Suggestions might include not playing a radio or TV too loud, not making noises when someone is sick or sleeping, and making a "Quiet" sign for class.

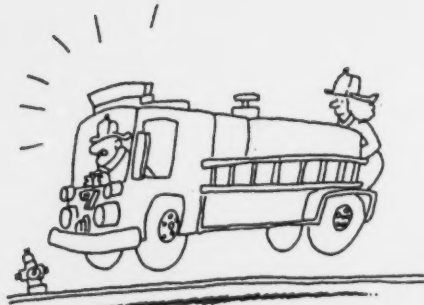
EVALUATION:

- Distribute Handout 1 and ask students to indicate the noise-making activities prohibited by laws. Discuss why the other noise making is not prohibited. In the blank space, students should draw a harmful effect than can be caused by noise pollution.

ENRICHMENT:

- Have the school nurse (or other medical professional if the school does not have a nurse available) come into the classroom to talk about the way loud noise can damage a person's hearing. Ask the nurse to bring a picture or model of the inner parts of the ear so that he/she can show the children where the damage is done and to point out that sometimes enough damage can occur so that a person must wear a hearing aid. Ask also for the discussion to include problems caused for small children who are exposed to very loud stereos, cars, etc.
- Allow small groups of students to make posters about noise pollution. The posters could be decorated with noise-producing items and could have a slogan such as: "Loud noise at night is against the law."
- Ask a local electronics hobbyist or sound engineer to bring in a noise meter (a device for measuring the intensity of environmental sound). Experiment with making noises and watching the meter. Take the meter to different areas of the school and identify which area is the noisiest.

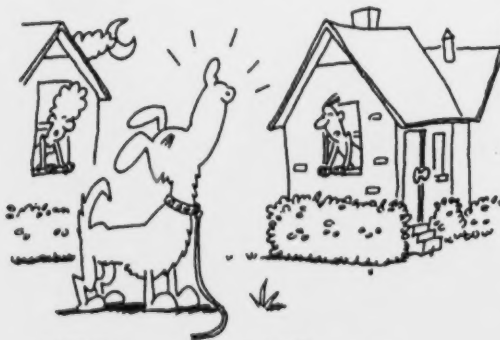
ARE THERE LAWS TO REDUCE THESE NOISES?



YES _____ NO _____



YES _____ NO _____



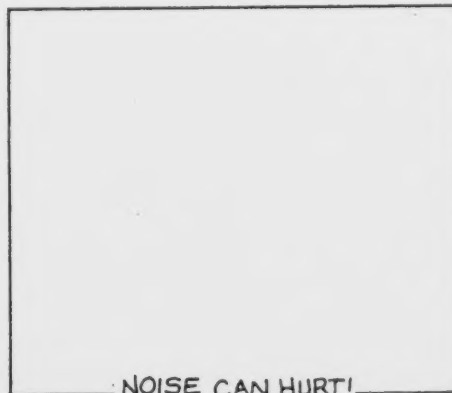
YES _____ NO _____



YES _____ NO _____



YES _____ NO _____



_____ NOISE CAN HURT! _____

Second and Third Grade Lessons



BICYCLE SAFETY FOR EVERYONE

GRADE LEVEL: 2-3 **AUTHOR:** Joyce Alexander

TIME REQUIRED: Two class periods

CONCEPTS/VOCABULARY:

Bicycle safety; reflectors; headlamp (headlight); legislator

MAIN IDEAS:

- a. Georgia has laws that regulate bicycle equipment and use.
- b. Georgia's bicycle laws are designed to promote safety.
- c. Georgia's laws are enacted in a democratic process.

QCC CORRELATION:

Content

- 2-10. Explains the role of rules and laws in the community
- 3-13. Identifies the purpose and need for rules and laws in the community

Skills

- 2-1. Gathers information through reading, listening, and observing
- 3-13. Recognizes and states a problem related to topics under study

INSTRUCTIONAL STRATEGIES:

Small group work analyzing bicycle safety problems
Creation of posters to promote bicycle safety laws
Mock legislature to consider proposed bicycle safety laws
Comparing Georgia's real bicycle safety laws and students' own laws

OBJECTIVES:

The learner will:
--identify at least four bicycle safety laws.
--gain practice in, and be able to explain, the lawmaking process.

TEACHER BACKGROUND:

Handout 10 gives simplified statements about Article 13 of the Uniform Rules of the Road Chapter of the law on Motor Vehicles and Traffic (Title 40 in the Official Code of Georgia Annotated).

Article 13 also applies the relevant parts of the "Uniform Rules" for vehicles to bicycles. These include articles pertaining to traffic signs and signals, driving on the right side of the road, overtaking and passing, right-of-way, rights and duties regarding pedestrians, turning, starting, signaling, stopping at railroad crossings, emerging from private driveways, stopping for school buses, speed limits, stopping, standing, and parking along the roadway, etc. These laws apply to bicycles and are important to bicycle safety. For this reason it is important to point out that the laws covered in Handout 10 are not the only laws that regulate the use of bicycles.

Note that the laws included in Handout 10 also provide that:

- No one should ride a bicycle other than "upon or astride" a permanent and regular seat.
- Clinging to vehicles is also prohibited to persons riding coasters, roller skates, sleds, or toy vehicles.
- Persons on roadways should ride as near the right side of the roadway as practicable and safe.
- While riding in pairs (side by side) is legal, it should not be done in places where doing so impedes the flow of traffic. Riding more than two abreast is illegal.
- When available, designated bike paths should always be used instead of roads.
- Headlamps must emit a white light visible for 300 feet to the front.
- A red reflector on the rear of the bicycle must be visible for 300 feet in the beams of automobile lights.
- Every bicycle must have a brake that will make the rear wheel skid on dry, level pavement.
- No bicycle is to be modified so that the pedals in their lowermost position are more than 12 inches off the ground.
- Pedal reflectors must be visible for 200 feet in the beams of automobile lights.

MATERIALS AND RESOURCES:

Handouts

1. Riding Double
2. Riding on Handlebars
3. Clinging to Vehicle
4. Riding More Than Two Abreast
5. Cyclist Carrying Package in Hands
6. Missing Headlight
7. Hi-Riser Handlebars
8. Missing Red Reflectors
9. Voting Ballot
10. Some of Georgia's Bicycle Safety Laws

Note: You will need one copy of Handouts 1 through 8; copies of Handouts 9 and 10 for everyone; poster board or art paper; markers or crayons

PROCEDURES:

Period One

1. Tell the students that, for this lesson, they are going to pretend that they are the people who make the laws in the state of Georgia. These people are called legislators. They meet to make laws in the General Assembly at the State Capitol Building in Atlanta.
2. Form the children into eight groups and give each group a different Handout (1-8). If necessary, review the directions with the students. (Each group is to identify the bicycle safety problem shown in the pictures. Then they are to brainstorm the dangers associated with the problem. Finally they are to write a law that will correct their bicycle safety problem.)

3. Monitor groups as they are working, and ask questions to help guide their thinking. Make sure each group focuses on the correct content, but let them use their own wording for their laws.
4. As each group completes its handout, distribute the materials for making posters. Tell the group to write its law across the top of the poster and then illustrate the law any way they wish. (For example, they can draw a bicycle and label the important parts; they could draw a comic strip story to show what happens if the important part is missing or misused.)

Period Two

1. Post the bicycle safety posters around the room and then suggest that the class act like a real legislature and vote on the laws they have proposed.
2. Pass out the Voting Ballots (Handout 9) and explain that laws the children agree with should be checked in the "YES" box, while laws the children do not agree with should be checked in the "NO" box. Explain that no one should vote on a law until after it is explained by its authors and discussed by the class. Tell the students that you will call for a vote on each law once all discussion of that law has stopped.
3. Consider each proposed law one at a time. Allow the law-writing group to explain their law. Discuss the wording of the law. Is it clear? Allow groups to correct (amend) laws for clarity or other improvements.
4. After discussion, students should vote on each law. Call for the vote, saying, "I call for the vote on Law 1, Riding Double on a Bicycle." Repeat procedure steps #3 and #4 for each law.
5. When all of the laws have been voted on, tell the students that it is time to determine which laws passed. Collect the ballots and count the checks in each box. Announce the results of the vote on each law. Remind students that they have followed a process in writing, amending, and voting on their laws that is just like that used by our governments--federal, state, and local--in enacting laws.

Note: An option to voting on ballots would be to call for a show of hands to determine the number of "Yes" and "No" votes for each law.

6. Distribute copies of Handout 10, "Georgia's Bicycle Safety Laws." Ask the class to compare these real laws with the ones they wrote, illustrated on their posters, and voted on. How are they similar? Different? Which is better? Why? Why are these laws needed?

Stress to the class that these are not all of Georgia's laws for bicycle safety. Bicycle riders must also follow Georgia's traffic laws.

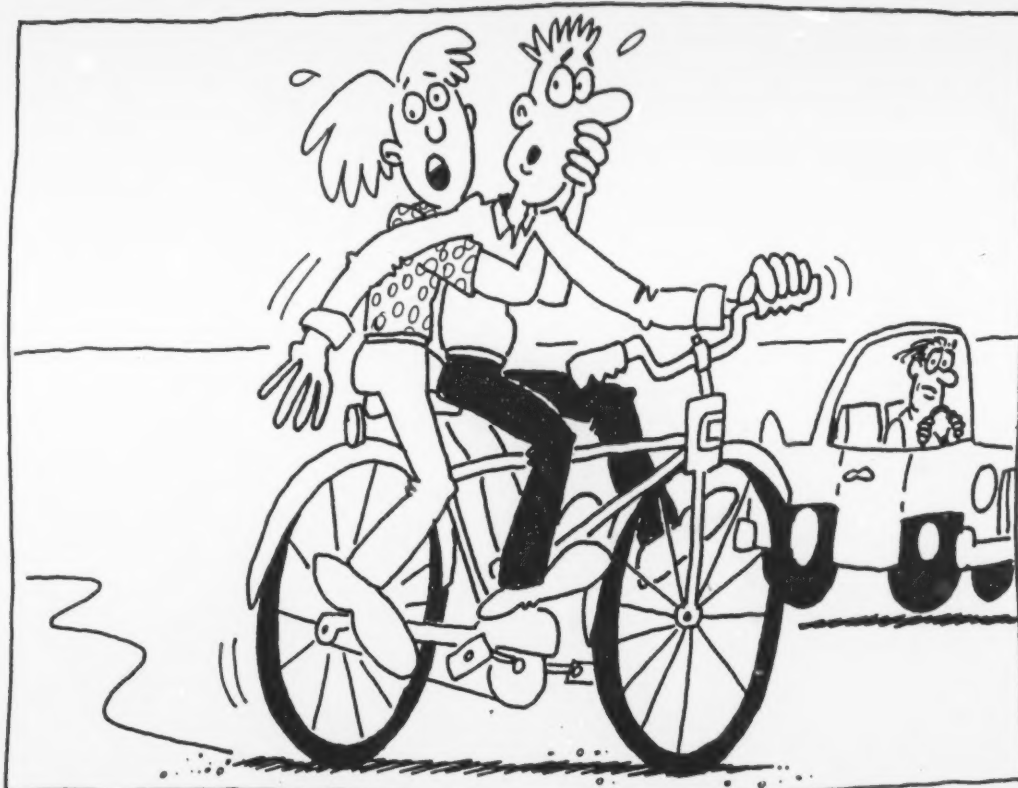
EVALUATION:

- Have students show what they have learned about Georgia's bicycle safety laws by writing letters to their friends. Ask the students to include as many of the laws as they can remember.

- Have an aid, parent helper, or older student take a "call" from each student concerning Georgia's bicycle safety laws. Ask the students to include as many of the laws as they can remember in their conversations.

ENRICHMENT:

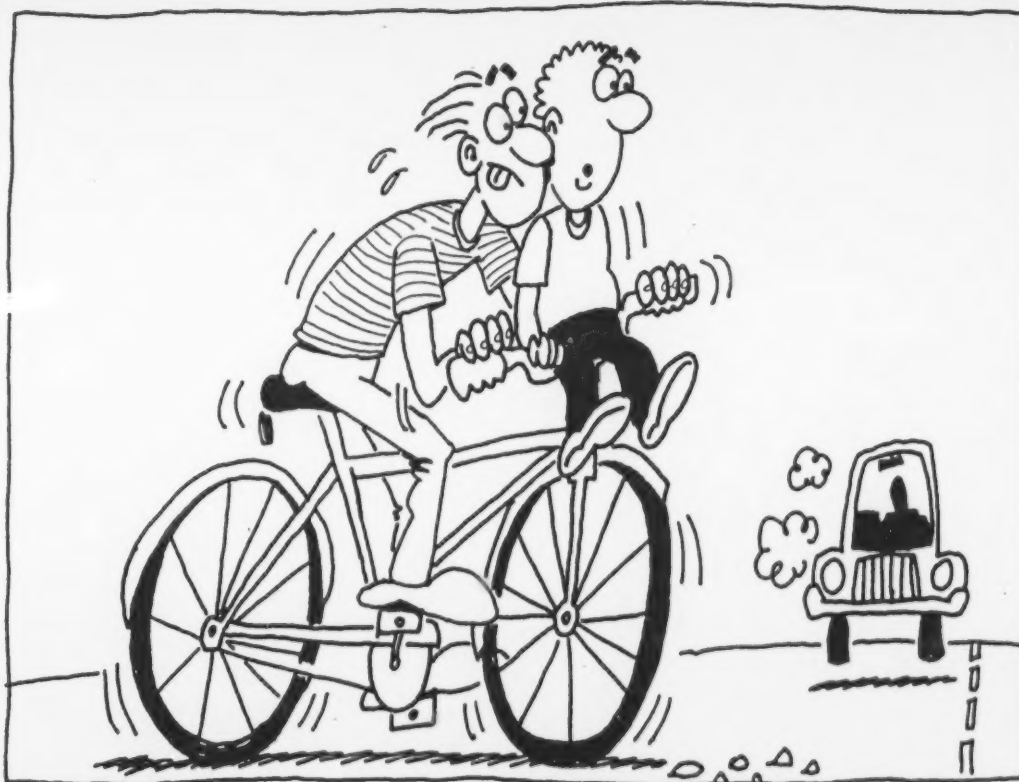
- Have your class sponsor a bicycle safety fair at your school. Let other students bring their bicycles by for a safety check. Help your class make out a check sheet of the laws and explain them to their "customers."
- Collect and display newspaper articles related to bicycle safety and bicycling events.
- Discuss whether our present bicycle safety laws go far enough. For example, should Georgia require that everyone wear a bicycle helmet? Should brightly colored orange safety flags be placed on "fishing rod" type poles on every child's bike? Should it be illegal to remove the front brake on a bike if it has been fitted with one?
- Invite a speaker such as a bicycle shop owner or traffic officer to talk about bicycle safety.



What's dangerous in this picture? What might happen to these people? Why?

As a member of the mock "Georgia Legislature," you decide to propose a law to forbid this type of behavior. What will your law say?

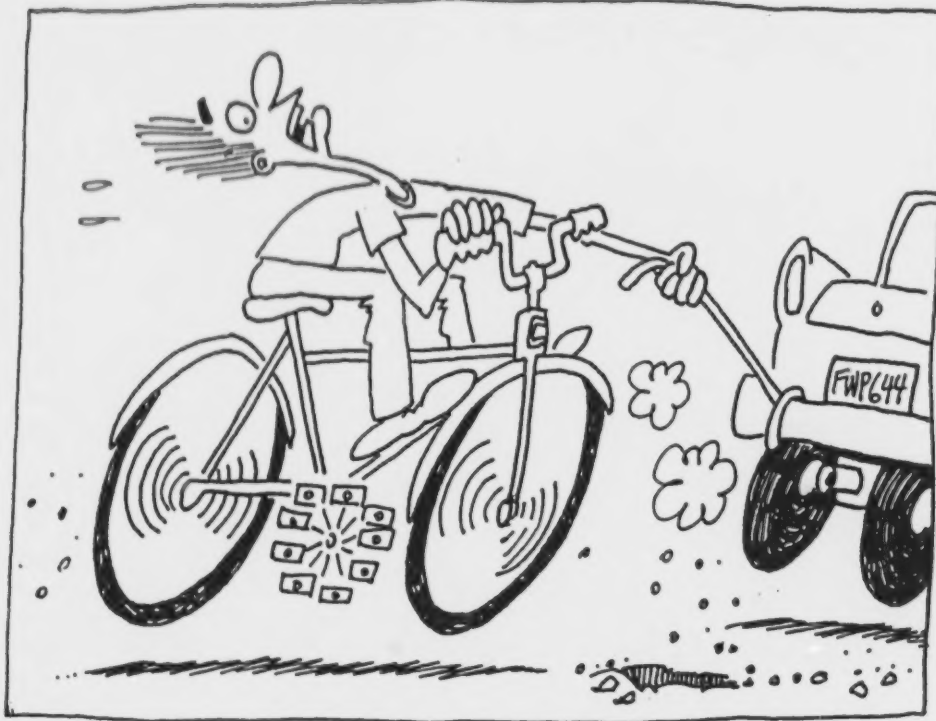
WRITE YOUR LAW HERE _____



What's dangerous in this picture? What might happen to these people? Why?

As a member of the mock "Georgia Legislature," you decide to propose a law to forbid this type of behavior. What will your law say?

WRITE YOUR LAW HERE _____



What's dangerous in this picture? What might happen to this person? Why?

As a member of the mock "Georgia Legislature," you decide to propose a law to forbid this type of behavior. What will your law say?

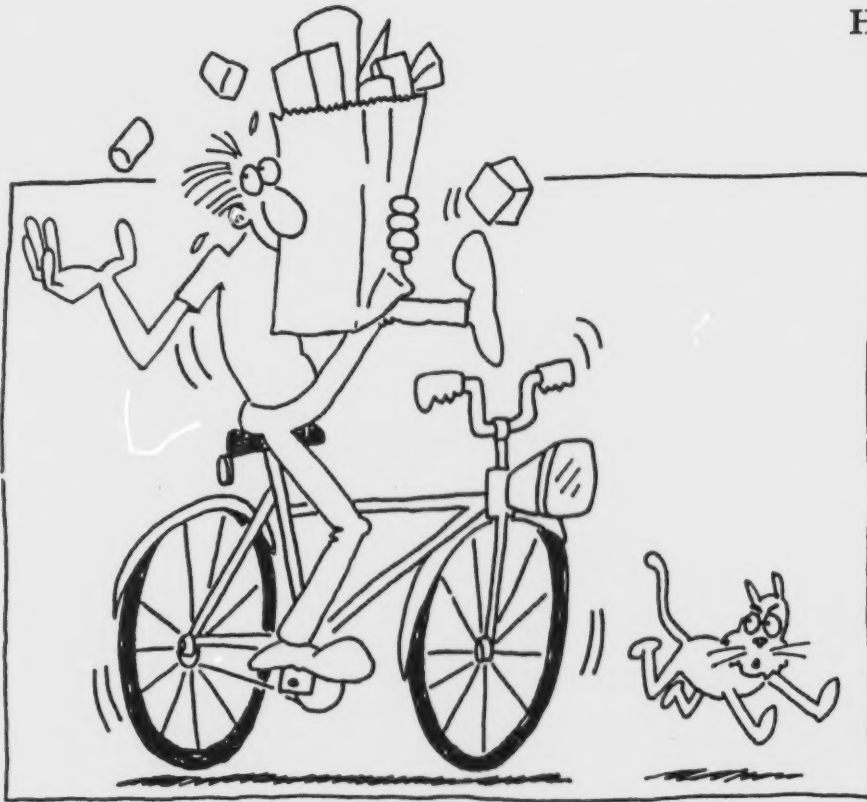
WRITE YOUR LAW HERE _____



What's dangerous in this picture? What might happen to these people? Why?

As a member of the mock "Georgia Legislature," you decide to propose a law to forbid this type of behavior. What will your law say?

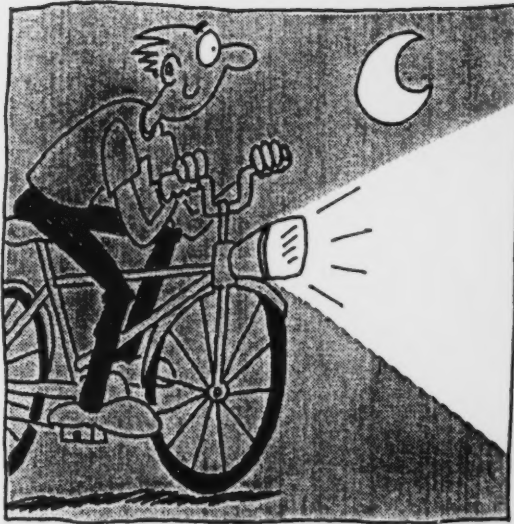
WRITE YOUR LAW HERE _____



What's dangerous in this picture? What might happen to this person? Why?

As a member of the mock "Georgia Legislature," you decide to propose a law to forbid this type of behavior. What will your law say?

WRITE YOUR LAW HERE _____



PICTURE 1



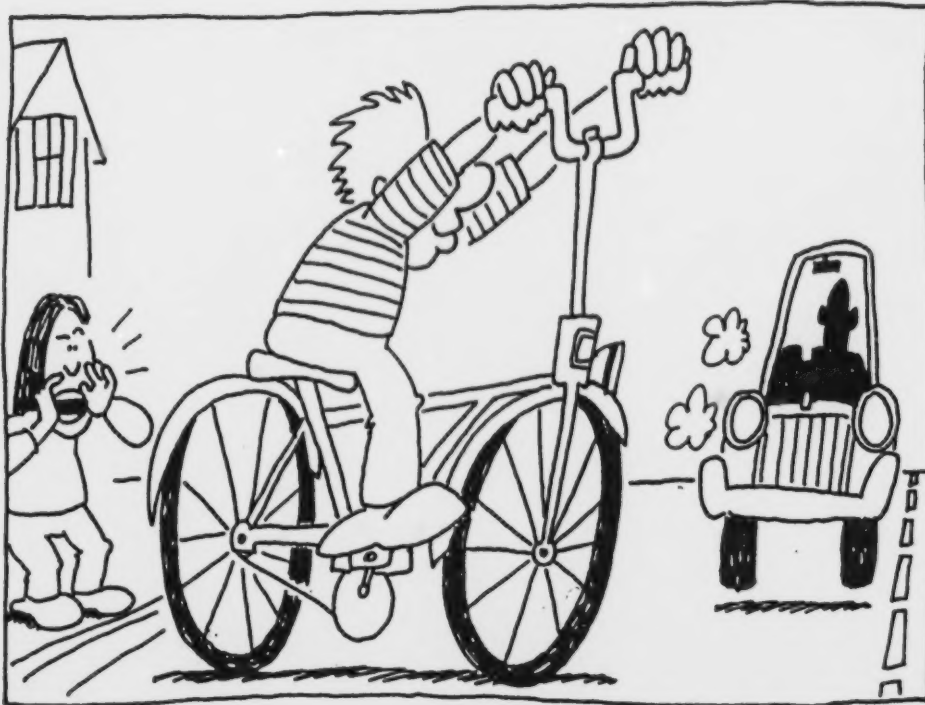
PICTURE 2

What's missing from PICTURE 2? (Hint: Look at the front of the bicycle.)

Why might the missing item be important? What types of problems might this person run into without it?

As a member of the mock "Georgia Legislature," you decide to propose a law to require what is missing. What would your law say?

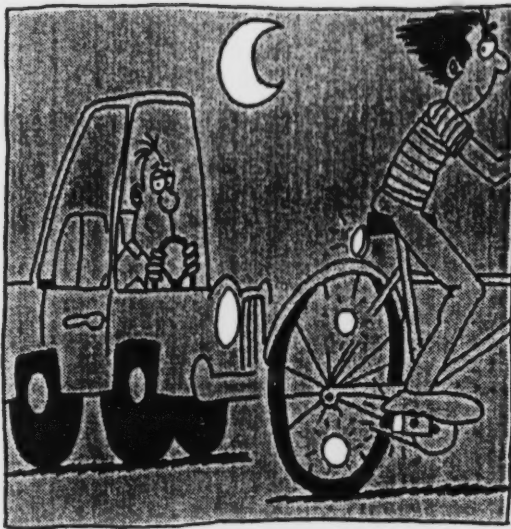
WRITE YOUR LAW HERE _____



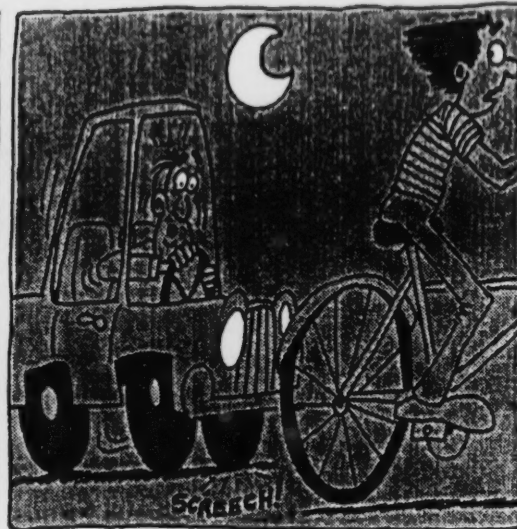
What's dangerous in this picture? What might happen to this person? Why?

As a member of the mock "Georgia Legislature," you decide to propose a law to forbid this type of behavior. What will your law say?

WRITE YOUR LAW HERE _____



PICTURE 1



PICTURE 2

What's missing from PICTURE 2? (Hint: Look at the pedals and rear of bicycle.)

Why might the missing item be important? What types of problems might this person run into without it?

As a member of the mock "Georgia Legislature," you decide to propose a law to require what is missing. What would your law say?

WRITE YOUR LAW HERE _____

VOTING BALLOT

YES	NO	THE PROPOSED LAWS:
-----	-----	1. RIDING DOUBLE
-----	-----	2. RIDING ON THE HANDLEBARS
-----	-----	3. ATTACHING TO A VEHICLE
-----	-----	4. RIDING MORE THAN TWO ABREAST
-----	-----	5. CARRYING OBJECTS IN BOTH HANDS
-----	-----	6. NIGHT RIDING WITHOUT A LIGHT
-----	-----	7. HI-RISER HANDLEBARS
-----	-----	8. REFLECTORS ON PEDALS AND REAR

SOME OF GEORGIA'S BICYCLE SAFETY LAWS

State laws on bicycles are found in Title 40, Chapter 6, Article 13 (sections 290-299) of the Official Code of Georgia Annotated.

1. No bicycle shall be used to carry more than the number of persons for which it is designed.
2. No person shall be allowed to ride upon the handlebars on a bicycle.
3. No person riding a bicycle shall attach himself to any vehicle upon any roadway.
4. Persons riding bicycles on a roadway shall not ride more than two abreast.
5. No person shall carry any article which prevents him from keeping at least one hand on the handlebars at all times.
6. Every bicycle when in use at night shall have a lamp on the front which emits a white light .
7. No bicycle shall be operated while equipped with a set of handlebars elevated so that the person has to elevate his/her hands above his/her shoulders to grasp the grips.
8. All bicycles will have reflectors on the rear and on pedals. Pedal reflectors shall be visible from the front and the rear during darkness.
9. Any parent of any child shall not knowingly permit a child to violate any of the provisions of this part.
10. Violation of any part of the above constitutes a misdemeanor.
11. Rules regulating traffic, such as turn signals, also apply to bicycle riders.

LITTER--IT'S A MESS!

GRADE LEVEL: 2-3 **AUTHOR:** Jane Anderson

TIME REQUIRED: Two class periods

CONCEPTS/VOCABULARY:

Environment; litter; trash disposal; trash receptacles

MAIN IDEAS:

- a. Littering is against the law and it is harmful wherever it occurs.
- b. Individuals have a responsibility to obey littering laws and to prevent this environmental damage.

QCC CORRELATION:

Content

- 2-10. Explains the role of rules and laws in the community
2-16. Identifies citizenship responsibilities of the citizen

Skills

- 1-2. Gathers information through reading, listening and observing
1-6. Explains the message given in simple graphs

INSTRUCTIONAL STRATEGIES:

Presentation and discussion on Georgia's litter laws
Identification of items in a litter display
Collecting and graphing data on litter
Identifying violations of litter laws

OBJECTIVES:

The learner will:

- define litter and give examples of litter and non-litter.
- demonstrate knowledge of Georgia's litter laws by correctly classifying situations in which the law is being broken.
- identify consequences of littering (e.g., fines, damage to environment).

TEACHER BACKGROUND:

The "Litter Control Law" of Georgia (O.C.G.A. 16-7-40-48) defines litter as all sand, gravel, slag, brickbats, rubbish, waste material, tin cans, refuse, garbage, trash debris, dead animals, or discarded materials of every kind and description.

Litter is forbidden on private and public lands. This includes the right of way on roads; waterways and beaches; parks and playgrounds; conservation or recreation areas; residential or farm areas; refuges, timberlands or forests.

If litter is thrown, deposited, or dropped from any motor vehicle, boat, airplane, or other conveyance, this is taken as evidence of a violation by the operator of the conveyance.

A person may be charged with the misdemeanor of littering whether or not they were caught in the act if there are articles in the litter--such as letters or bills--that identify the person.

The littering law states that public agencies are "authorized, empowered, and instructed" to establish and maintain litter receptacles at appropriate locations and to provide signs serving notice of their availability.

The law also provides that certain containers may be designated for "household garbage" and that using such designated containers for other purposes is illegal. The term "household garbage" means animal, vegetable, and fruit refuse matter and other refuse matter ordinarily generated as by-products of a household or restaurant, such as tin cans, bottles, paper, cardboard, plastics, and wrapping or packaging materials.

Attempting to burn the contents of garbage or litter containers is illegal, as is any act that scatters the contents or damages the container.

Any adult who violates Georgia's Litter Control Law is guilty of a misdemeanor that is punishable by fine of not less than \$100 and not more than \$300. The court may also publish the person's name in the paper and require the person to pick up all litter within one mile of the site of the incident. Children--who come under the authority of the juvenile court--might also have to put in time picking up litter for violating this law.

Counties and cities also can enact and enforce litter ordinances. In some communities littering is "ticketed" like a traffic offense. Check with your city or county attorney about the law in your community.

MATERIALS AND RESOURCES:

Handout

1. Are These People Littering?

Markers or crayons; chart paper; bags for collecting litter; items for "Is this litter?" display such as a candy wrapper, torn notepaper, dollar bill, good pencil, leaves, twigs, cookie crumbs, styrofoam cup, newspaper, and aluminum foil

PROCEDURES:

Period One

1. Tell the students that this lesson is about Georgia's laws on littering and ask them to give you some examples of litter (e.g. candy wrappers, cigarette butts, empty soft drink cans). List their responses on board (or chart paper). Once you have substantial list of items, ask the students to help you write a definition of litter by completing the sentence "Litter is" Then read and discuss the definition of litter from O.C.G.A. 16-7-42: Litter means "all sand, gravel, slag, brick bats, rubbish, waste material, tin cans, refuse, garbage, trash, debris, dead animals, or discarded materials of every kind and description." Compare this official definition with the one formed by the students.
2. Gather the students around a large table or area of the floor and one by one reveal the potential litter items. Have the students indicate which items would be considered litter if found on the school yard. Ask: What makes these things litter?

Now ask which items would be considered litter if found on the classroom floor? Students should see that natural items such as twigs and leaves might be litter indoors but not outdoors. Ask again: What makes something litter? (Where something is discarded is a key factor. Other factors to consider are the size and number of the item and its condition of usefulness.)

3. Point out that littering is illegal on both public and private property. This includes beaches, parks, roads, rivers, playgrounds, forests. Stress that just because a place looks unowned doesn't mean one can put litter there.

Ask: What are the consequences of littering? List the children's answers on the board. (Their answers should include not only unsightliness, but the cost of cleaning up area; danger to people and wildlife from harmful substances; and unsanitary conditions.)

4. Present the rest of Georgia's litter laws, simplifying the information in the paragraphs of the Teacher Background. Then ask students the following questions. (Responses could be written on the board.)
 - a. What is litter?
 - b. Is there any place where you can legally litter?
 - c. How can you be caught littering if no one sees you?
 - d. Where should you put litter?
 - e. Is it a crime to dump litter out of a receptacle?
 - f. What are penalties for adults who litter?

Period Two

1. Have students conduct a litter survey of the school grounds by forming litter patrol groups of 2 or 3 students. Ask these groups to comb the school grounds and pick up the litter they find. Each group should have a large paper or plastic bag to collect their litter. Caution the students not to pick up broken glass or other dangerous items. Stress that if such items are found the teacher should be called to retrieve them.
2. When the patrols come back, examine the litter. Sort it into categories so that it can be counted.
3. Use the information gathered to make a graph on chart paper. The graph should show amounts of different kinds of litter. Amounts could be indicated by paper symbols that are pasted on the bar graph.

Discuss the information on the graph. What kinds of litter are most common? Why is this so? Ask: Are all these types of litter referred to in Georgia's laws? (A sample graph is shown below.)

LITTER AROUND OUR SCHOOL														
KIND OF LITTER	NUMBER OF PIECES													
1. Notepaper	1	2	3	4	5	6	7	8	9	10	11	12	13	1...
2. Aluminum cans														
3. Glass														
4. Candy wrappers														

EVALUATION:

- Refer students to the display of "Is this Litter?" used in procedure 2 of the first period. Point to each item and ask for a show of hands as to whether each item would be considered litter if found on a roadway. Note responses for evaluation purposes.
- Distribute Handout #1, "Are these people littering?" Have students respond to the ten situations. Answers are: 1. Yes, 2. No, 3. Yes, 4. No, 5. No, 6. Yes, 7. No, 8. Yes, 9. No, 10. No.

ENRICHMENT:

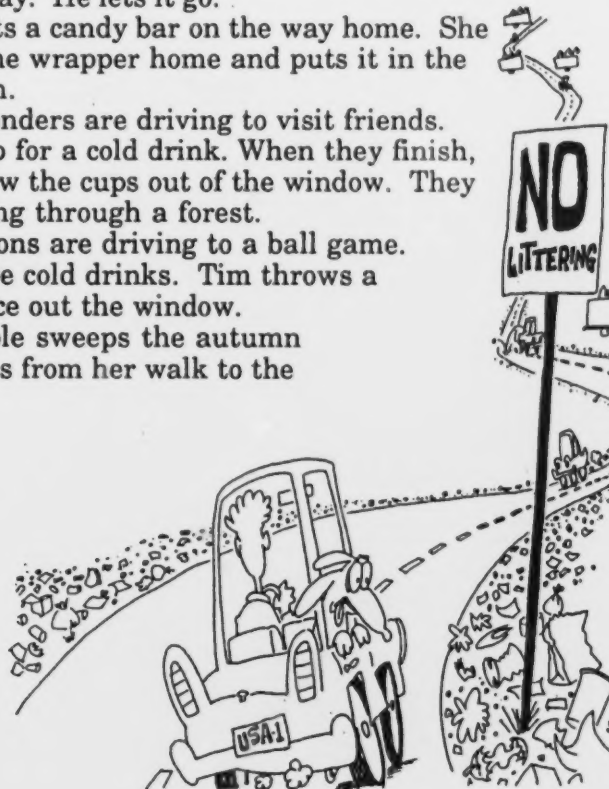
- Invite a speaker to class. Possibilities are a manufacturer (on how companies handle litter); a police officer (on litter laws and enforcement); an environmentalist.
- Have students work in small groups to come up with role-plays to show people who obey the laws and those who disobey laws concerning littering.
- Have students look in magazines and newspapers for articles concerning litter and the proper disposal of litter. Use these articles and/or pictures on a bulletin board or to make a classroom collage.
- Have students design bumper stickers or billboards concerning litter.
- Have students work in groups to create slogans to discourage littering in school. Slogans should be written on papers that can be decorated for display. Display in class or school.
- Assign students a small area near their school or homes to check for litter. Make a neighborhood litter map. Using the information gathered, show areas where litter can be found. Make a map key and use symbols to indicate different types of litter. Discuss: Are any of these areas mentioned in the litter laws?

Name: _____ Date: _____

ARE THESE PEOPLE LITTERING?

Directions: Circle YES or NO in answer to the question: Are these people littering?

- | | | |
|-----|----|--|
| YES | NO | 1. The Greens are having a picnic on their boat. They throw the trash into the water. |
| YES | NO | 2. On a picnic in the woods, Bob cuts up the circle strips that hold the sodas in a six-pack holder. Then he puts it in a trash bag. |
| YES | NO | 3. The Blues have a garage sale. Afterwards, they stack the objects by the curb. Papers blow around. |
| YES | NO | 4. The Browns have a picnic. They put all of their trash in the container supplied by the beach. |
| YES | NO | 5. The Whites go out on their boat all day. They put their garbage in a plastic bag. They put it in a trash container at the dock. |
| YES | NO | 6. John is eating an ice cream cone. The napkin blows away. He lets it go. |
| YES | NO | 7. Kerry eats a candy bar on the way home. She carries the wrapper home and puts it in the trash can. |
| YES | NO | 8. The Lavenders are driving to visit friends. They stop for a cold drink. When they finish, they throw the cups out of the window. They are driving through a forest. |
| YES | NO | 9. The Lemons are driving to a ball game. They have cold drinks. Tim throws a piece of ice out the window. |
| YES | NO | 10. Mrs. Apple sweeps the autumn oak leaves from her walk to the lawn. |



MAN'S BEST FRIEND--PET OR PEST?

GRADE LEVEL: 2-3 **AUTHOR:** Jane Anderson

TIME REQUIRED: Two class periods

CONCEPTS/VOCABULARY:

Humane pet care; pet ownership responsibilities; leash laws; dangerous dogs; inoculations for rabies

MAIN IDEAS:

- a. Georgia has laws that define proper pet care.
- b. Disturbances, damage, or injuries caused by pets are the responsibility of the owner.

QCC CORRELATION:

Content

- 2-10 Explains the role of rules and laws in the community
- 3-13 Identifies the purpose and need for rules and laws in the community

Skills

- 2-16. Identifies citizenship responsibilities in the community
- 3-20. Observes set rules of procedure

INSTRUCTIONAL STRATEGIES:

Discussing Georgia pet laws, using a true/false test as base.
Brainstorming rules for pet care.
Role-playing pet problem situations.
Discussing solutions to problems.

OBJECTIVES:

- The learner will:
- identify the legal responsibilities of pet owners.
 - make a list of humane pet care responsibilities.
 - identify terms such as leash laws, dangerous dogs, rabies inoculations.

TEACHER BACKGROUND:

Georgia has state laws that regulate pet ownership, especially ownership of dogs. These laws address a number of topics, including abandonment, cruelty, adequate care, inoculations, and the precautions owners must take if they keep a dangerous dog as a pet.

Abandonment

The law forbids abandoning dogs on public or private property. (O.C.G.A. 4-8-3)

Cruelty

The law prohibits a person from performing a cruel act, harming, maiming, or killing any dog (or attempting to do so). Exceptions are allowed to (1) defend one's own or another's person or property, and (2) to kill any dog injuring or damaging livestock or poultry. (O.C.G.A. 4-8-5)

A person is guilty of a misdemeanor when his act, omission, or neglect causes unjustifiable physical pain, suffering, or death to any living animal. Exceptions are allowed for killing animals raised for food, legally hunting wild animals, or in medical or scientific research. (O.C.G.A. 16-12-4)

Care of Dogs

Georgia law gives the following definitions about level of care of animals:

"Adequate food and water" means food and water which is sufficient in amount and appropriate for the particular type of animal to prevent starvation, dehydration, or a significant risk to the animal's health from a lack of food or water.

"Humane care" of animals means, but is not limited to, the provision of adequate heat, ventilation, sanitary shelter, and wholesome and adequate food and water, consistent with the normal requirements and feeding habits of the animal's size, species, and breed. (O.C.G.A. 4-11-2)

Inoculations

Local governing authorities must, to control rabies, require and make regulations about licensing of animals. Animals are to be inoculated against rabies, and receive numbered tags certifying their inoculation. The tag should be attached to a collar or harness worn by the dog at all times when roaming or running free. It is a misdemeanor not to have your dog inoculated according to local government rules. (O.C.G.A. 31-19)

Dangerous Dogs

The law has very stiff rules and penalties for owners of "dangerous dogs." (O.C.G.A. 4-8-22) (Definitions of terms are given below.) These dogs must be registered with the state; they must be kept within a "proper enclosure" (or wear a muzzle and substantial leash and be under the control of a responsible person if out of the enclosure.)

Dog control officers should be immediately notified if the animal gets loose or has attacked someone (or has died or has new owners). Both dangerous dogs and potentially dangerous dogs can be confiscated if not registered and properly enclosed. Owners must also put up bonds (that is money that can be used to compensate anyone harmed by the dog.) Owners of both dangerous and potentially dangerous dogs are guilty of misdemeanors (with increasing penalties) for violating the law. If they have been convicted of violating the law and their dog harms someone, they can be found guilty of a felony and imprisoned, and the dog destroyed.

Owners are liable to civil suits for any injury or death caused by such a dog. They are not criminally liable if the dog is on the owner's property.

A "dangerous dog" means any dog that, according to the records of an appropriate authority:

- a. without provocation while on public or private property inflicts a severe injury on a human;
- b. without provocation after the dog has been classified as a potentially dangerous dog and after the owner has been notified of such classification aggressively bites, attacks, or endangers the safety of humans.

An "owner" is any person, business, or legal entity, owning, possessing, harboring, keeping, or having custody or control of a dangerous dog or potentially dangerous dog within this state.

"Potentially dangerous dog" means any dog on public or private property that at any time, without provocation, bites a human being.

"Proper enclosure" means an enclosure for keeping a dangerous dog or potentially dangerous dog while on the owner's property securely confined indoors or in a securely enclosed and locked pen, fence, or structure suitable to prevent the entry of young children and designed to prevent the dog from escaping.

Penalties

For adults, most violations of pet laws are misdemeanors. Misdemeanors carry penalties of up to one year in jail and/or fines. Violation of Georgia's dangerous dog laws can result in a felony conviction with penalties of up to five years in jail.

Children under 18 years of age would come under the jurisdiction of the juvenile court. If a case should come to court, say of excessive cruelty to a pet, the penalty for an older child would probably be court supervised probation with conditions. Conditions might be community service (work in an animal shelter would be appropriate) or restitution. The law expects that parents will teach younger children not to be cruel to pets and that parents would discipline their children for such acts.

Under civil law, owners of an injured animal could bring a law suit against an injurer. Parents would be financially responsible for damages done by their children.

MATERIALS AND RESOURCES:

Handout

1. True/False Test

Attachment

1. Pet Care Scenarios

Art supplies; old magazines, newspapers

PROCEDURES

Period One

1. Ask the students if their families own pets. Determine how many of the pets are dogs and emphasize that dogs are one of the most popular pets.
2. Inform students that Georgia has laws to protect animals, such as dogs. To build the students' interest, distribute Handout 1 and ask them to answer each question True or False.

Then, tell the students you are going to inform them about some of Georgia's laws pertaining to dogs. Summarize the paragraphs in the Teacher's Background one by one. After reading and discussing each, let students correct their true-false quiz sheets. By end of discussion, they should have corrected entire sheet. Correct responses are: 1 (T), 2 (F), 3 (F), 4 (F), 5 (T), 6 (F), 7 (F), 8 (T), 9 (T), 10 (F).

3. Now that the students know something about Georgia's pet laws, ask them to brainstorm a list of rules for responsible dog care. Start the listing by writing "Dog owners should..." on the chalkboard. (Some examples of rules the students might provide are: "Feed the dog twice each day," "Make sure the dog has fresh water available at all times," "Use a leash when required by law.") After approximately ten rules have been listed ask the students to:
 - a. Survey the list for missing ideas or areas.
 - b. Combine any rules that could be easily and logically put together.
 - c. Prioritize the list in terms of the severity of the consequences for failing to follow the rule.

Summarize the students' work, stressing the dog care laws that their rules help to uphold. Have the students copy and illustrate the list.

Period Two

1. Divide class into eight groups. Give a scenario (Attachment 1) to each group. Ask each group to read its scenario and decide how to present it to the total class. (For example, one child could narrate the scenario and others could act it out.) After each presentation, discuss the answers to the questions. Guide discussions so that students recognize what each pet owner's responsibilities are.

ANSWERS TO SCENARIOS

1. Bob is responsible. He would have to pay Jessica's bills. The dogs could be taken to the pound. Hoss could also be classified as a dangerous dog.
2. The Thompsons have complied with the law about having a sign DANGEROUS DOG posted. They are still responsible for the injuries Katie received. A child should not be caring for a dangerous dog.
3. The Goodwins are responsible because all dogs are supposed to be inoculated. The dog will also have to be confined and watched for signs of rabies. If the dog has rabies, he will be destroyed.

4. The dog's rough behavior could be taken into account. Dogs are supposed to be on leashes whenever they are out of their yards (houses). The Andersons are guilty of breaking the leash law.
5. The Johnstons were to report to the officials of Gardenville that they owned a dangerous dog. A sign should have been posted to indicate a watchdog or dangerous dog on the property. An enclosure is needed that will confine the dog.
6. The Browns are guilty of abandoning the puppies. They could have actually contacted the animal shelter or local Humane Society. They could have tried harder to find homes for the puppies.
7. The Blakes are not providing the dog with adequate food and water. They should arrange for someone to provide the dog with food and water while they are away.
8. John's family would be responsible. If John were grown up, he would be responsible.

EVALUATION:

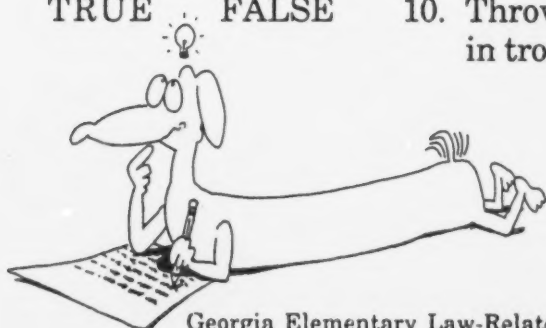
- Have students show what they have learned about pet laws by writing a list of at least five rules dog owners must follow.
- The true-false test (Handout 1) could be readministered.

ENRICHMENT:

- Invite someone from animal control to talk with students about local and state laws concerning dogs. Or invite someone from the local humane society (or a dog breeder or pet store owner) to bring a puppy to class and show the correct way to hold and care for a puppy.
- Collect and display newspaper or magazine articles concerning dogs.
- Make posters illustrating pet care responsibilities.
- Use one of the scenerios or a similar situation to develop a simple mock trial that students could present.

TRUE OR FALSE ?

- | | | |
|------|-------|--|
| TRUE | FALSE | 1. Adequate food and water are the responsibilities of pet owners. |
| TRUE | FALSE | 2. Leaving a dog outside in all kinds of weather would be humane care for the dog. |
| TRUE | FALSE | 3. All dogs can roam through neighborhoods. |
| TRUE | FALSE | 4. Leash laws are only for dogs weighing over 20 lb. |
| TRUE | FALSE | 5. Dangerous dogs must have a sign on their fenced pen or yard that says "DANGEROUS DOG." |
| TRUE | FALSE | 6. Only puppies must be inoculated against rabies. |
| TRUE | FALSE | 7. If your dog has too many puppies, it is all right to abandon them out in the country. |
| TRUE | FALSE | 8. There are laws to protect dogs and other pets. |
| TRUE | FALSE | 9. An owner of a dangerous dog could go to prison if the dog got loose and killed someone. |
| TRUE | FALSE | 10. Throwing stones at a dog can't get you in trouble. |



PET CARE SCENARIOS

SCENARIO 1

Bob has two German Shepherds, Hoss and Boss, in his backyard. One afternoon the dogs dig a hole under the wooden gate and get out. As they roam the neighborhood, they run after Tim, age 4, and Jessica, age 6. Before the children can get in their house, Hoss bites Jessica on the leg.

Is Bob responsible for the behavior of his dogs? Would he have to pay Jessica's medical bills? Could Bob's dogs be taken to the pound?

SCENARIO 2

The Thompson's have a sign on their fence. It says DANGEROUS DOG. They go out-of-town on a weekend trip. Jeffery and Katie, neighbor children, are to feed the dog. Suddenly the dog growls and jumps on Katie. It knocks her down and bites her leg and arm.

Are the Thompson's responsible for Katie's injury?

SCENARIO 3

The Goodwins have a new puppy. Since they are going to have the puppy as an inside dog, they see no need in having it given the rabies vaccine.

When the dog is about a year old, a mailman brings a package to the door. The dog gets out. An ad is placed in the "Lost and Found" column of the local paper.

Several weeks later the Nortons call the Goodwins. They say that a dog like the one described in the ad bit their son on his way home from school. The Goodwins and Nortons meet at the animal shelter to identify the dog. It is the Goodwins' dog. The Norton's son is having to go through a series of shots to prevent rabies. The Nortons want the Goodwins to pay the bills for treating his injury and for his shots.

Are the Goodwins responsible? Must they pay for the medical bills?

SCENARIO 4

The Andersons' dog is a large Great Dane. Frequently he is allowed to roam the neighborhood without a leash. He chases small children and knocks them down. He licks their faces while the children scream. He has never bitten a child. A group of neighbors want the Andersons reported for having a dangerous animal (dog). Would this dog be considered dangerous? Have the Andersons broken any laws?

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SCENARIO 5

The Johnstons have a large Doberman. He is used as a watchdog at their tire store. He has been registered as a dangerous dog. When the Johnstons retire, they move to the small town of Gardenville. Since they no longer need Rex as a watchdog, he is allowed the freedom of the fenced yard. Many delivery people have complained about the dog's snapping and growling at them. One day the dog jumps the fence and bites the mailman.

Have the Johnstons broken any laws?

SCENARIO 6

The Browns' dog has had a new litter of eight puppies. The Browns will be unable to keep all of the puppies. They have heard that the animal shelter is overcrowded. The Browns keep the puppies until they are eight weeks old. When the puppies are eight weeks old, the Browns give away two of them. The other six puppies are put in a box and taken to the car. Mr. Brown drives out to a rural section and leaves the puppies.

Has Mr. Brown broken a law? What could the Browns have done about the puppies having homes rather than abandoning them?

SCENARIO 7

Mr. and Mrs. Blake buy a mixed-breed dog called Muffin. Muffin is a yard dog. Every couple of weeks the Blakes go out of town for several days. Muffin is fed on Friday morning and not fed again until Monday morning. Sometimes the Blakes go straight to work on those Mondays. Muffin is not fed until that night or until Tuesday morning.

Are the Blakes providing the dog with proper care? What should they do about Muffin when they go out-of town?

SCENARIO 8

John is nine years old. John's mother constantly reminds him not to throw things. On the way home from school, John picks up a brick and throws it over the fence. It hits Troy's dog in the leg, causing him to limp. Troy's mother sees John throw the brick over the fence.

Troy's mother takes the dog to the vet. Troy's mother wants the vet's bill sent to John's family. Will John's family be responsible for the bill? Will Troy's family?

RESPONSIBLE PARENTS AND CHILDREN

GRADE LEVEL: 2-3 **AUTHOR:** Jane Anderson

TIME REQUIRED: Two class periods

CONCEPTS/VOCABULARY:

Legal responsibilities; legal rights; parental authority; proper supervision; adequate housing; wholesome food; adequate clothing; obedience; mental abuse; physical abuse

MAIN IDEAS:

- a. Georgia law identifies the legal rights and responsibilities of parents and children.
- b. Parents must: (1) provide for their children's education; (2) provide their children with necessary supervision, food, clothing, housing and medical care; (3) protect their children from mental or physical abuse.
- c. Georgia law provides parents with the legal right to: (1) control children's property and earnings; (2) represent their child in legal matters; and (3) require obedience to parental authority.
- d. Georgia law gives children the right to: (1) free public education; (2) adequate food; (3) adequate housing; (4) necessary medical care; (5) adequate clothing; (6) protection from child abuse.
- e. The failure of either parents or children to fulfill their legal rights and responsibilities may result in legal consequences.

QCC CORRELATION:

Content

- 2-16. Identifies citizenship responsibilities in the community
3-13. Identifies the purpose and need for rules and laws in the community

Skills

- 2-15. Makes a decision and accepts consequence(s) of choice
3-18. Chooses a reasonable solution to a problem

INSTRUCTIONAL STRATEGIES:

Brainstorming and discussing parents' and children's legal responsibilities
Analyzing reasons for family rules
Demonstrating in skits solutions to situations involving neglect and deprivation
Discussing community resources for parents and children in need
Making collage of parents' and children's responsibilities

OBJECTIVES:

The learners will:

- identify their families' legal responsibilities to them.
- recognize what law says about children's responsibilities to parents.

TEACHER BACKGROUND:

O.C.G.A. 20-2-690.1. Mandatory education for children between ages 7 and 16.

a. Every parent, guardian, or other person residing within this state having control or charge of any child or children between their seventh and sixteenth birthdays shall enroll and send such child or children to a public school, a private school, or a home study program that meets the state requirements for the same. Such child shall be responsible for enrolling in and attending a public school, a private school, or a home study program that meets the state requirements under penalty for noncompliance with this subsection as is provided in Chapter 11 of Title 15, unless the child's failure to enroll and attend is caused by the child's parent, guardian, or other person, in which case the parent, guardian, or other person alone shall be responsible; provided, however, that tests and physical exams for military service and the National Guard and such other approved absences shall be excused absences.

b. Any parent, guardian, or other person residing in this state who has control or charge of a child or children and who shall violate this Code section shall be guilty of a misdemeanor and, upon conviction thereof, shall be subject to a fine not to exceed \$100.00 or imprisonment not to exceed 30 days; or both, at the discretion of the court having jurisdiction. Each day's absence from school in violation of this part shall constitute a separate offense.

O.C.G.A. 19-7-2. Parent's obligations to child. It is the joint and several duty of each parent to provide for the maintenance, protection, and education of his child until the child reaches the age of majority, except to the extent that the duty of one parent is otherwise or further defined by court order.

O.C.G.A. 16-5-70. Cruelty to children. A parent, guardian, or other person supervising the welfare of or having immediate charge or custody of a child under the age of 18 commits the offense of cruelty to children when he willfully deprives the child of necessary sustenance to the extent that the child's health or well-being is jeopardized.

MATERIALS AND RESOURCES:

Handouts

1. Role Plays: Neglected Children
2. True or False

Magazines; scissors; glue; posterboard; crayons or markers; chart paper

PROCEDURES:

Period One

1. Have students think about all the things their parents do for them. Compile list on board or chart paper. Go over list and have students decide if each item is something a parent does because it meets a basic need of the child, or because it is something extra or special the parent wants to do. Explain to children that parents do these things for their children because they love them--not because a law says these things must be done. Note that parents may have problems that prevent them from giving their children special things or even all of the necessities.

Examples:

- a. take a child to movie
- b. buy a coat for cold weather
- c. provide a child his or her own room
- d. live in an adequate house
- e. buy a Nintendo game
- f. take child to a doctor or dentist
- g. take child to Six-Flags

Expand the list if necessary and explain that the law is concerned about children's receiving the basics, i.e., adequate food, not treats at a fast food place; adequate clothing, not designer clothing, etc. Go over the list and put a star beside any item that would be special--not basic. Of the example items, b, d, and f are the parents' legal responsibilities.

2. Have students group (categorize) the items by putting them in appropriate groups. Use the following headings, and list in a separate column items that do not seem to fit.
 - a. Food
 - b. Clothing
 - c. Shelter
 - d. Medical care
 - e. Supervision
 - f. Education

Explain that these headings indicate the legal responsibilities that parents have toward their child (children). Have students discuss why these responsibilities are so important that laws have been made to see that they are carried out. Ask: What would happen if your parent or guardian never bought you a winter coat? Or if he or she couldn't provide you with enough food? How is this different from going to Six Flags or getting a new toy?

State again that parents do these things because they love and care about their children, not because the law says that they have to provide these things. Stress that parents love their children, and that lack of special things or even necessities may result from problems that parents cannot control.

3. Explain to students that parents make rules for their safety and well-being. By making these rules parents are following through with their responsibility of supervision for their children. Ask students to give examples of rules they have at home. List these rules on the board (or chart paper). Have students explain why these are rules at their homes. After rules are listed, have students categorize these by showing ones for child's safety, health, education, to provide for an orderly environment, etc.
4. Explain to students that the law gives parents certain rights as well as responsibilities. Parents can require that their child/children obey them. While children are minors (under the age of 18) parents can represent them in legal matters. Parents also have the right to administer "reasonable" discipline.

Parents do not have the right to ask a child to do anything illegal, e.g., shoplift, pick pockets, rob a store, sell or use illegal drugs. Explain that it is also against the law for parents to neglect or abuse children, or deprive them of food, clothing, shelter, medical care, supervision or education.

5. To illustrate neglect and deprivation, distribute or give examples from Handout 1, "Role Plays: Neglected Children." Discuss how each illustrates neglect and deprivation.

Ask the students to select one of the situations involving neglected children. Divide the class into small groups based on their selections. Ask the groups to decide how situations could be solved or prevented. (Students could brainstorm suggestions and then select the best one.) Work with the groups to develop skits that dramatize the situation and show solutions. Present and debrief each skit.

6. Ask students where families can go for help. (You will need to check out the agencies in your community. The school counselor could be helpful.) Explain to students that every county in Georgia has a Department of Family and Children's Services (DFACS) that helps families and children. Other agencies might include: the Salvation Army; Goodwill or other second-hand shop for clothing, furniture; county health department or clinic for medical and/or dental treatment; fraternal organizations such as Lions and Rotary; Shriners Burn Hospital and Crippled Children's Hospitals; food banks; and churches.

Period Two

1. Review the previous lesson's activities, stressing the legal rights and responsibilities of parents and children.
2. Have students individually list all the things their parents do for them in a day or a week. Then have them label items with an "L" if it is something the law says parents must do for their children. Ask students for examples from their lists that are labeled "L" and those that are not. Point out items that are not required and help students to understand that providing clothing does not mean that parents have to buy name brand clothes or those in the latest fad. Similarly, parents do not have to buy children expensive toys or take them out to eat at fast food restaurants.
3. Now ask the students to tell the responsibilities they have to their parents, e.g., obedience to "house rules;" doing chores; contributing money they earn to the family; going to school; etc. List these on the board.
4. Divide the students into small groups and have each make a collage of magazine pictures of parents and children fulfilling their responsibilities. Ask the groups to present their art work by describing what it shows. Reference the applicable Georgia laws in your comments.
5. Have students write thank-you notes to their parents for all of the things they do (or have done) for them.

EVALUATION:

- Use Handout 2, "True/False Test."
Answer Key: As a Child (1) F; (2) T; (3) F; (4) F; (5) T; (6) F
As a Parent (1) T; (2) T; (3) F; (4) T; (5) T; (6) F
- Assess work done on lesson projects, e.g., role plays, collages, lists, and letters.

ENRICHMENT:

- Have school counselor talk with students about what his/her role is in helping parents and children carry out their responsibilities toward each other.
- Have the visiting teacher talk with students about what his/her job is in seeing that parents keep their children in school. Have visiting teacher explain what happens when parents don't keep their children in school.
- Have someone from DFACS and/or juvenile court system come in and discuss how he or she helps parents meet their responsibilities in providing for their children. The person from the court system could explain how the system takes care of juveniles when they are unruly children.

ROLE PLAYS: NEGLECTED CHILDREN

Mrs. K. goes out of town for three days. She leaves her 10-year-old daughter to take care of her two brothers, 8 and 6, and her sister, 4.

Mr. J. has three children left in his care. They never have baths and their clothing is never washed or mended. They wear dirty clothes to school day after day.

Mrs. L. pays little attention to her children. When winter comes, she has not gotten them coats or sweaters. They go to school to get out of the house, but they have no outer clothing.

Mr. and Mrs. P. have to get to work early. It is up to their three children, ages 9, 7, and 6 to catch the bus. If they miss the bus, they have to make their own arrangements to get to school.

Jack's arm has been swollen since he fell on it a week ago. He can't use it. His parents have not taken him to the doctor.

Mrs. C. doesn't ever believe her children when they say they are sick. Karen has been coughing badly and running a fever for five days.

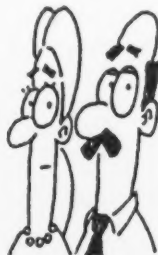
The Jones children are never supervised. If they are not in school, they are pushed out of the house and often not let in until dark.

TRUE OR FALSE?



AS A CHILD:

- TRUE FALSE 1. I have the right to watch television.
- TRUE FALSE 2. I have the responsibility to obey my parent or guardian.
- TRUE FALSE 3. I have the right to stay at home and not go to school.
- TRUE FALSE 4. I have the right to have the latest designer jeans and tennis shoes.
- TRUE FALSE 5. I have the right to have adequate food and clothing.
- TRUE FALSE 6. I have a right to spend any money I earn however I want.



AS A PARENT:

- TRUE FALSE 1. I have the right to put my child in "time-out" when he or she does something bad.
- TRUE FALSE 2. It is my responsibility to provide my child with his or her basic needs.
- TRUE FALSE 3. If I decide to keep my child home from school to work on the farm, there is no problem.
- TRUE FALSE 4. I am responsible for the health and well-being of my child/children.
- TRUE FALSE 5. I have the right to lay down rules for my child to follow.
- TRUE FALSE 6. I have a right to hit my child on the face with my fist.

FAMILY RULES, GOVERNMENT LAWS

GRADE LEVEL: 2-3 **AUTHOR:** Andrew Faraca

TIME REQUIRED: Two class periods

CONCEPTS/VOCABULARY:

Rules; laws; consequences; responsibilities

MAIN IDEAS:

- a. Social groups such as families and governments have rules.
- b. Rules have reasons or purposes.
- c. Rules with the same purpose may vary among families and governments.
- d. There are consequences for obeying or disobeying rules.

QCC CORRELATION:

Content

- 2-10. Explains the role of rules and laws in the community
- 3-13. Identifies the purpose and need for rules and laws in the community
- 3-14. Identifies the role and duties of local officials

Skills

- 2-16. Follows established rules for social interaction
- 3-20. Observes set rules of procedure

INSTRUCTIONAL STRATEGIES:

Brainstorming kinds of rules and reasons for rules
Categorizing reasons for rules
Surveying family rules
Creating rules for a family

OBJECTIVES:

The learner will:

- identify some characteristics shared by family rules and government laws.
- discuss three reasons for family and government rules.
- explain consequences of breaking rules.
- state why rules with the same purpose may differ among similar groups.

TEACHER BACKGROUND:

By the time children are in the second or third grade, they are quite familiar with the idea of rules. They may not have thought much, however, about what purposes rules serve or the need for consequences when rules are broken.

Generally speaking, rules and laws serve to promote order, enforce certain preferences or values, secure property, or promote safety. The consequences for not following rules and laws are stated and designed to fit popular notions of what may be considered reasonable punishment. While negative consequences are often stated and

abruptly encountered, few of us think about the positive consequences that come to us all from following rules. These positive consequences need to be stressed to young children.

Students may also be interested to learn that different families may have strikingly different rules concerning the same object or behavior. Some families may allow children to watch television until late in the evening while other families may forbid television viewing completely.

A final idea developed in this lesson is the relationship between rules and laws. Rules and laws serve similar purposes. The rules of the family are most often formulated by the parents or guardians. In fact, Georgia law gives parents and guardians the right and responsibility to formulate reasonable rules for their children.

MATERIALS AND RESOURCES:

Handouts

1. Survey of Family Rules
2. What Rules Does This Family Need?
3. What Are Purposes For These Laws?

Large paper or chalkboard; art supplies

PROCEDURES:

Period One

1. Write the word "rule" on the board. Ask the students what the word means. Develop a definition such as "a statement that tells you what you can or cannot do." Explain that most groups make rules so they can carry out what they are supposed to do and so members can get along with each other peacefully. Families, classes, schools, clubs, businesses, and governments all have rules.
2. Ask the students to raise their hands up high if their families have rules. Look around and note that all families have rules. (Probe any students who do not raise their hands with questions such as "Do you have to go to bed by a certain time?" "Are you allowed to play with matches?")
3. Ask each child to share one rule used in his/her family. List the rules on the chalkboard or a large piece of paper. Stress that each family has rules. Ask: Why? What are the reasons for these rules? To discover the reasons, examine each rule on the list in turn. For each, help students identify a general reason such as, "health," "safety," "order," "getting along peacefully," "helping each other," "fairness." Other categories, may be volunteered but try to limit the total number.

Write the categories on the board as they are recognized. Give each an abbreviation (e.g., saving money, SM) so that it can be written next to appropriate rules.

When the categorization is complete, review the rules in each category. Ask the students if they can see how or when the rules pertain to safety, to health, etc., fit together. Stress that rules should be beneficial to the group and individuals in it.

Then let students count to see which category has the most rules. Discuss results.

4. Distribute the survey of family rules (Handout 1). Have students answer all the questions. Then, in turn, read each question aloud. Ask students to raise their hands if their family has a rule like that. Tally the responses, and discuss the results.

Now ask the purpose for each of these six kinds of rules. Some may come under more than one category. (Categories could be: Order, Health, Helping each other, Fairness, Well-being, and Safety)

5. To consider whether all families have the same rules, ask students to report their responses to the questions on TV regulations or bedtime hours.

Discuss: Do families set different rules for same purposes? (Yes.) Why does this occur? (Families are all different; different rules will work best in different families. No one rule is necessarily "best.")

6. Where do rules come from? Ask: Who makes the rules in your family? Write the possibilities on chalkboard: Father, Mother, Both Father and Mother, Both Parents and Children, etc. Ask for a show of hands for each possibility; count and record results.
7. Ask: What happens when you break rules in your family? Ask students for examples of consequences. Record these on the board. If students say nothing happens, ask how they feel when they break a rule. Does it make them feel guilty? Bad about themselves? Point out that is a consequence also.

Ask what happens if they follow a rule? Does the household run more smoothly? Does the family get along better? Do family members feel good? Are these rewards?

8. Ask: Are there any rules that you really dislike? Discuss some of these, guiding them to see there may be a good reason for a rule they dislike. Then, ask students to raise hands if there is any way to change rules in their families. Ask those who raise hands to explain how rules are changed. Discuss technique of talking things out. Emphasize the advantage of not getting mad and having good reasons for a change.

Period Two

1. Use Handout 2 to review briefly the major points made about family rules. Break the class into small groups to list what rules this family needs and to give reasons for rules. Discuss and summarize with group. Include these points:

All families have rules.

Rules are for a reason. Some of reasons are health, order, safety, fairness, etc.

Rules, made for the same reason, may differ among families.

Usually, parents make rules in family.

There are good consequences for following rules. There are bad consequences for breaking rules.

To change a family rule, I could try to talk to my parents (or other rule maker.)

2. Remind students that all groups of people have rules.

Ask: Does this classroom have rules? Solicit examples of rules. Do churches or temples have rules? Solicit examples of rules.

You live in the state of Georgia. Does your state have rules? (Yes.) Explain that your community, state, and nation all have governments that make rules, and that you will be talking about the rules made by our Georgia state government. Point out that state government rules are generally called laws.

3. Explain that as there are reasons for family laws, so there are similar reasons for government laws. Distribute Handout 3, which describes some government laws. Ask students to determine the reasons for the laws. Review answers, discussing how the reasons for government laws are similar to those for family laws. Point out that these are just a few of thousands of laws. Laws cover many different subjects.
4. Explain that just as rules may differ among families, laws may differ among governments.

For example, governments agree that people need to reach a certain age in order to be able to operate an automobile legally. In some states, such as Georgia, the law says a person has to be 16 years old to get a driver's license; in other states, the law says a person has to be 18 years old.

5. Who makes laws for the government of Georgia? Ask students if they have ever heard the terms "legislature" or "General Assembly?"

Explain that the legislature or General Assembly is a group of men and women who make laws for the state. They are elected by the people of the state. Explain that people also elect lawmakers to make laws for our nation and for our cities and counties.

6. Ask: What happens if people break a government law? The government can punish people just as your family can punish you if you break a family rule.

Discuss the following examples: What happens if your father drives too fast and is stopped by a police officer? Generally, he would get a ticket and have to go to court and pay some money (a fine) as punishment. What happens if someone breaks the law that says you shall not steal? That person might be taken to jail by a police officer and would have a trial to prove if he did or did not commit the crime. If the court decided he did steal something, he could go to prison.

Are you rewarded for not breaking state laws? Help students recognize that the reward is not getting into trouble, helping people get along together, and feeling good about yourself.

7. Ask: Can you change state government laws? Explain that this is one of the good things about our government. If citizens are unhappy with laws, they can let the people who make the laws know. Nothing may be changed, but if you give good reasons or enough people want the change, it may occur.

EVALUATION:

- Ask students to write their names and numbers 1 - 10 on a paper. Tell them that after each number, they should mark a T if the question read to them is true or F if it is false.
 1. All families have the same rules. (F)
 2. Governments make laws, families make rules. (T)
 3. People who break family rules go to jail. (F)

4. Rules and laws should have good purposes. (T)
5. Some rules and laws are for health and safety. (T)
6. Rules and laws are to keep you from having fun. (F)
7. Neither family rules nor government laws can be changed. (F)
8. There are consequences for breaking laws and rules. (T)
9. Family rules are made by governments. (F)
10. Some laws are for your protection. (T)

ENRICHMENT:

- Have students draw pictures illustrating family rules and display them under headings such as "Health," "Safety," etc.
- Group activity: Make up a community (e.g., a small city, an island, etc.) and draw it on poster paper. Make up some rules or laws for the community. Explain the reasons for the laws.

SURVEY OF FAMILY RULES

- | | | |
|-----|----|---|
| YES | NO | 1. Do you have rules about making your bed?
WHAT IS THE RULE? |
| YES | NO | 2. Do you have rules about personal cleanliness?
WRITE ONE RULE. |
| YES | NO | 3. Do you have rules about
helping with the
housework?
WRITE ONE RULE. |
| YES | NO | 4. Do you have rules about
watching T.V.?
WRITE ONE RULE. |
| YES | NO | 5. Do you have a special bedtime?
WHAT IS THE BEDTIME? |
| YES | NO | 6. Do you have a rule about crossing streets?
WHAT IS THE RULE? |



WHAT RULES DOES THIS FAMILY NEED?



BEST COPY AVAILABLE

WHAT ARE THE PURPOSES FOR THESE LAWS?

1. Do not cross the street when the light is red.
2. All children must have shots for measles before going to school.
3. You must have a license to drive a car.
4. You can't turn someone down for a job just because he was born in another country.
5. Every person charged with a crime has a right to a fair trial.
6. Don't litter.
7. School lunches must have a healthy balance of foods.
8. Don't steal from other people.
9. You must get a permit for a parade on a downtown street.
10. Children cannot be out alone after midnight.

WHAT DID YOU CALL ME?

GRADE LEVEL: 2-3 **AUTHORS:** Sharon Fletcher & Kathleen Judge

TIME REQUIRED: One class period

CONCEPTS/VOCABULARY:

Libel, slander, defamation, accused, victim, communication to a third party, truth of statement, opinion, and malicious intent

MAIN IDEAS:

- a. Georgia laws exist which protect citizens from defamation of character, either printed (libel) or spoken (slander).
- b. In order to be considered defamation of character (libel or slander), the statements must be communicated to a third party and be untruthful.
- c. In the case of slander, the victim must be able to show actual damage as a result of the false statement. Damage is presumed in the case of libel, but malicious intent must be proven.

QCC CORRELATION:

Content

- 2-10. Explains the role of rules and laws in the community
- 3-13. Identifies the purpose and need for rules and laws in the community

Skills

- 2-1. Gathers information through reading, listening, and observing
- 3-13. Recognizes and states a problem related to topics under study

INSTRUCTIONAL STRATEGIES:

Discussing terms to be defined
Preparing checklist of criteria for determining slander and libel
Analyzing scenarios as examples of slander and libel

OBJECTIVES:

The learner will
--define libel and slander.
--recognize instances of libel and slander.
--justify the classification of a scenario as being defamatory or non-defamatory.

TEACHER BACKGROUND:

This lesson concerns defamation, which can be said to occur when one person makes a false and harmful statement about a second person to a third person. Defamation can be oral or spoken, in which case it is called slander. Written defamation is called libel.

Protection against defamation comes primarily under the civil law. Civil laws covers all areas of law except those concerning crimes. Defamation is an intentional tort. A tort is a wrongful act that injures or interferes with another's person or property.

In Georgia, the law on defamation can be found in the Official Code of Georgia Annotated. This law is actually common (or case law) that has been put into the code by Georgia legislators.

Torts are not crimes. (Georgia has a law against criminal defamation, but in 1982 its phrasing was said to be overbroad and hence, unconstitutional. The law does not appear to have been used since then.)

Libel

A libel is a false and malicious defamation of another expressed in print, writing, pictures, or signs tending to injure the reputation of the person and exposing him to public hatred, contempt, or ridicule (O.C.G.A. 51-5-1). In the case of libel, damage is presumed based solely on publication of the false statement. In the case of a letter, a letter must be received by a third party for libel to occur.

Special conditions apply to famous persons (politicians, movie stars, etc.). In these cases, a public figure must not only prove a statement is false and causes him harm, but also, that the statement was made with actual malice (i.e., with knowledge of its falsity or with a reckless disregard for whether the statement is true).

Slander

The law forbids persons to make oral statements that harm the reputation of another person. In the case of slander, the plaintiff must be able to show actual (generally monetary) damage as a result of the false statement. The statement must be heard by third party(s). Georgia law defines slander as imputing to another a crime punishable by law; charging a person with having some contagious disorder or with being guilty of some debasing act which may exclude him from society; making charges against another in reference to his trade, office, or profession, calculated to injure him therein (damage inferred in these cases); or uttering any disparaging words which can be proven to cause damage to that person. (O.C.G.A. 51-5-4)

A defamation case will be initiated in a civil court by the person who claims to have been defamed. This person is called a plaintiff. The person who is being sued for defamation is called the defendant.

In a defamation case:

1. Communication to a third party is essential for both slander and libel.
2. Truth is an absolute defense. If what is said is true, then the charge of slander or libel will not hold.
3. There must be damages to the plaintiff. In libel and in certain instances of slander, the damages are inferred and do not have to be proven by the plaintiff. In other slander cases, damages must be proven. (Note that standards differ for a public figure.)

The law also allows for opinion. For instance, if a movie reviewer is particularly critical in a review of an actor's performance, the review may harm the actor's reputation and economic interest, but the statements will be protected as opinion if the facts on which the opinion is based are accurate.

Malicious intent is a statement made with knowledge of its falsity or with a reckless disregard for whether the statement is true. To win a defamation suit against the media, a public figure must not only prove a statement was false and caused harm, but also that the statement was made with actual malice.

MATERIALS AND RESOURCES:

Attachment

1. Slander and Libel Scenarios

Transparency Master

1. The Hare and the Tortoise Retold

PROCEDURES:

1. Write the words, "slander," "libel," and defamation on the chalkboard. Give a short definition of each word, pointing out that slander and libel are two ways words can be used to hurt others and that slander involves speaking and libel involves looking (reading). Slander and libel are forms of defamation, which damages a person's reputation. As an aid to memory, point out that slander and speaking begin with the letter "s," libel and looking begin with the letter "l," and defamation and damage begin with the letter "d."
2. Elaborate on the explanations for slander and libel. Focus on the three conditions necessary for a situation to be considered slander or libel: 1) the statement must be a lie; 2) a third person must be involved; and 3) the statement must be harmful. Have the students write each word on a piece of paper and, together, develop a working definition for each term that includes the three criteria for defamation. Write the class's definition on the board and have the students copy it. The students will need to refer to their working definitions and lists of criteria during the lesson.
3. Choose three scenarios from Attachment 1 (Slander and Libel Scenarios) or make up three sample scenarios of your own that illustrate examples of libel or slander. Read the scenarios and ask the students after each scenario to determine if this was a case of defamation. Also, ask the students if the scenario illustrates slander or libel. The students must account for each criteria (spoken or written, lie, third party) in their definition. To elicit response from the class as a whole, ask questions such as, "Was the statement a lie?", "Was the statement said to another person?" Reinforce correct responses. The answers for the scenarios are: 1) Yes. 2) No, it is only opinion. 3) Yes. 4) Yes. 5) No, only opinion and no third person.
4. Retell Aesop's tale, "The Hare and the Tortoise," The tale runs something like this:

The hare and the tortoise are two animals that live in the forest. The hare has large hind legs that make him jack-rabbit fast. The tortoise has a heavy shell to carry around and, as a result, moves turtle-slow.

In private conversations, the hare has always made fun of the tortoise, ridiculing him for having such a slow pace. Sometimes the hare would get

very boastful: "Look at me! Look at my powerful hind legs. With only one jump I can go farther than you can with ten steps. How slow you are!"

The hare would go on and on when he got in this boastful mood, saying this and saying that and in general hurting the tortoise's feelings. But one day, while the hare was making fun of his forest-friend's slowness, the tortoise said, rather quietly, "The fastest one doesn't always win."

"What?" laughed the hare. "Are you saying that if we had a race you would finish first?"

"That I am," said the tortoise, and with that they made plans to have their famous race.

When the hare and the tortoise met at the starting line many of the forest animals had gathered around to see what would happen. With the loud clap of a beaver tail, the two were off.

Within seconds the hare was out of sight. Looking back and seeing nothing, the hare thought, "What pleasure is there in winning so quickly? I'm going to stop and wait for the tortoise to catch up." And with that, the hare sat down and began to nibble on the lush forest greenery.

It wasn't long before the hare, being rather full from his snack, decided to stretch out on a soft bed of leaves and wait for the tortoise. He waited and waited. Finally, he became very sleepy, closed his eyes, and went to sleep.

Well, as you may know, while the hare was sleeping, the tortoise crept slowly by. And he kept on going and going.

After a long, long time the sound of the forest animals cheering awoke the hare. He jumped to his feet and ran with all of his speed to the finish line.

But it was too late. The tortoise had won the race.

5. Tell the students that most people end the story with the turtle's winning the race, stressing some version of its moral: that swiftness may be less effective than consistency and endurance.

Inform the students that you know an alternative ending:

As the hare screeched to a stop at the finish line he began shouting: "You cheated! You cheated!"

He got louder and louder until everyone began to stare and listen. "You are so dumb and slow, I know you cheated," he said again. "I'll bet you took a short cut through the woods."

The next day the hare was still trying to convince his forest friends that the tortoise cheated.

Show Transparency Master 1 and ask the following questions of the students: Did the hare talk to anyone? (Yes.); Were the statements the hare said a lie? (Yes.); Did the hare intend to hurt the tortoise's feelings by his statements? (Yes.); Were the hare's statements meant to hurt tortoise's reputation? (Yes.); Is this an example of slander? (Yes.)

6. Ask the students to retell the important criteria for slander. (Have them refer to their handwritten checklists.) Call on students to give a definition of slander in their own words. Ask several students to give "made up" examples of slander. Do not allow them to use fellow students in the examples. Prompt them by referring to their checklist (e.g. Can you think of a situation when someone might say something about another that is not true?)
7. Stress the harm that slander and libel cause. Have students cite examples when false statements were made about them that hurt their feelings or got them in trouble. Repeat that Georgia law protects people from defamation.

EVALUATION:

- Evaluate students' checklists and responses to questions.
- Have small groups of students develop their own skits and tell whether they illustrate libel or slander and why.

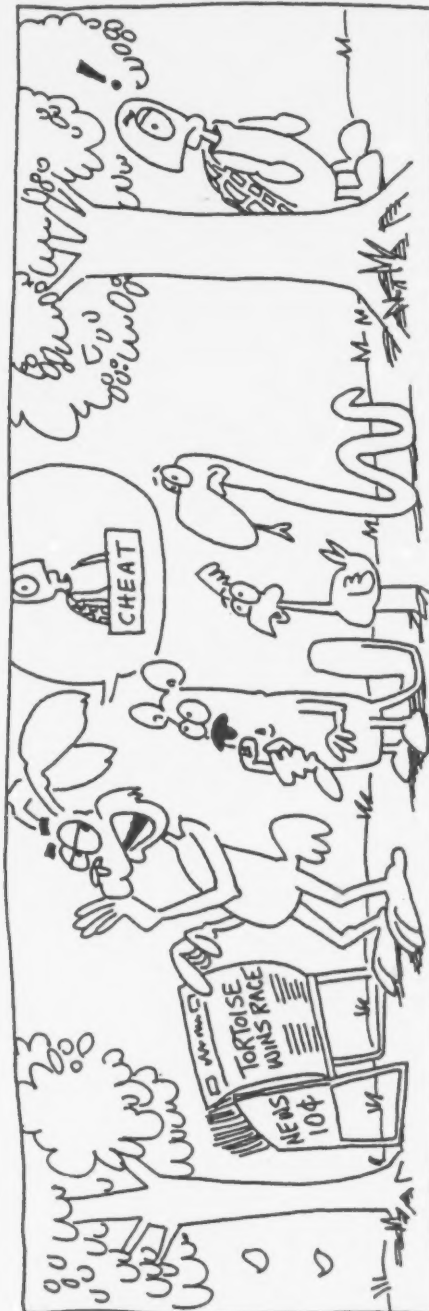
ENRICHMENT:

- Make up a rap song or rhyme using the terminology and definitions.
- Ask the students to make up and act out short skits that illustrate libel and slander.

SLANDER AND LIBEL SCENARIOS

1. Sandy wrote a note to Mark that said, "Sonya isn't going to Yolanda's sleepover. No one likes her." Actually, Yolanda is very popular, while Sandy has very few friends. Is this libel?
2. Susan sent a note to Shawn, "Mary's shoes are a funny color of pink." In truth, they are an unusual color of bright pink. Is this libel?
3. Rosie and Carla had the same pink hairbands. Rosie lost hers. Carla came to school the next day wearing her pink hair band. During recess, Rosie said to Carla, "You stole my hairband!" Carla explained that it was her own hairband; her mom had written her name on the inside. Was Rosie's statement slander?
4. Tamara borrowed Kyle's crayon and accidentally broke it. Tamara returned the crayon and apologized. In front of the whole class, Kyle stomped and yelled, "Tamara is always breaking my things!" Is this a case of slander?
5. Jerome went to school one day wearing new Nike high tops. Pat saw them and burst out laughing, saying, "Those sure are strange shoes! Where did you get them?" Is this a case of slander?

THE HARE AND THE TORTOISE RETOLD



Georgia Elementary Law-Related Education Curriculum Supplements
What Did You Call Me?

CLASSROOM CONSTITUTION OR WE THE PEOPLE

GRADE LEVEL: 2-3 **AUTHOR:** Eloise Glorieux

TIME REQUIRED: Two class periods

CONCEPTS/VOCABULARY:

Responsibility; rules; constitution; government; preamble

MAIN IDEAS:

- a. Rules are important for an orderly and functioning society.
- b. A constitution, like that of the United States, provides criteria and a plan for making rules.

QCC CORRELATION:

Content

- 2-10. Explains the role of rules and laws in the community
- 2-16. Identifies citizenship responsibilities in the community

Skills

- 2-16. Follows established rules for social interaction
- 3-18. Chooses a reasonable solution to a problem

INSTRUCTIONAL STRATEGIES:

Brainstorming possible classroom rules
Discussing rules for a classroom constitution
Voting on classroom constitution rules
Reenacting signing of the Constitution

OBJECTIVES:

The learner will:

- describe what the Constitution of the United States is.
- identify three parts of a constitution.
- make rules that conform to a constitutional purpose.

TEACHER BACKGROUND:

The Constitution of the United States of America is the basis for all government in our country. The Constitution establishes a framework for making and changing laws in our nation, for carrying out laws, and for interpreting them if disputed.

This lesson involves students in making their own classroom constitution. In so doing, students gain a greater understanding of the content and purpose of our state and federal constitutions.

MATERIALS AND RESOURCES:

Attachment

1. Form for individual classroom constitutions and/or rules.

Two or three large pieces of manila tagboard or posterboard; markers; quill pen (large feather with quill, or pointed stick or pen with real or paper feather attached); ink or berry juice

PROCEDURES:

Period One

1. At the beginning of the school year, teachers generally review and/or establish school/classroom rules. Talk to students about what a rule is. Depending on the level of your children, you might have them look up the word in a dictionary. According to MacMillan's Very First Dictionary (1983), a rule is defined as: "something that tells you what you can do and what you cannot do."

Let students give examples of rules, e.g., "You should always use crosswalks;" "You have to stop at a red light." List some of the rules on a chalkboard.

Then let students suggest reasons for the rules. Help the students see that there are common reasons for rules such as safety, order, and the protection of property.

2. Talk about how, when our country was very young, a group of citizens decided it needed a plan for rules for all the people in the country. These men wanted rules to help protect people's property, to keep people safe, and to make things orderly. They wanted rules that would protect the freedoms they felt were important. They wanted rules that would be fair. They wanted to establish general ways in which people could maintain control over government and even change the rules that govern them.

To accomplish these goals, these early representatives wrote a Constitution for the United States. (Write the word "Constitution" on the board.) The Constitution had several parts. The first part was a preamble (write on board) which gave the reasons for making the Constitution. The next part, the body of the Constitution, set forth a plan for making rules or laws and carrying them out. The Constitution concludes with a list of signees.

3. Explain that classrooms also need rules, and so that the class can make rules, it will first establish a constitution. Like the U.S. and Georgia Constitutions, it will have a preamble that gives the reasons (rationale) for the rules.

While the students are watching, write the Preamble (the version below) on a piece of tagboard. Read it as you go and explain it:

**We the students of Room _____, in order
to form a more perfect classroom, establish
fairness, ensure class happiness, keep us safe,
increase class harmony, and guarantee our
learning, do make this Constitution.**

4. Now tell students that their Constitution will also have a plan for making rules to promote the ideals of the preamble. Both the U.S. and State Constitutions have such a plan. Establish some guidelines for the students' rule making. Explain that you are calling the parts of the plan "articles," just as is done in the U.S. and State Constitutions.

Article I. Rules for the students of Room _____ will be made by the students in the following manner. Rules will be suggested by students. Any rule must meet the guidelines that follow:

All of the students present must vote on each rule. To become a rule, _____ (all, a majority, two-thirds) of the students present must agree to it. Changes to rules must be made in the same manner.

Article II.

- a) Rules must meet the purpose of the Constitution's preamble.
- b) Rules should only be made for important and necessary things.
- c) Rules should be stated so everyone clearly understands them.
- d) Rules should not be so broad that they become impossible to follow (e.g., "NO NOISE").
- e) Rules should apply to everyone in the class.
- f) Rules should be enforceable.

Copy the articles onto tagboard like the preamble.

5. Discuss Article II to be sure that everyone understands the guidelines. For each guideline, ask students for (or give) examples that would and would not work. Review the guidelines. Point out that since the rules will be a permanent part of the classroom constitution, the students must be certain that they are satisfied with them.
6. Tell the students that they will use the Constitution to make rules for the classroom tomorrow.

Period Two

Prior to class, write out the classroom Constitution on a sheet(s) of paper that students can sign.

1. Show the students the handwritten version of their constitution. Review their constitution. Point out that the first part is the preamble and that it gives the purposes for the constitution. Name the purposes. Point out that the second part has the plan for making rules. Read that with students. Then, point out that you have added a third part, a conclusion, to the Constitution to make it just like the U.S. Constitution. The conclusion reads:

Done in Room _____ of _____ School, by the consent of the students present, on the _____ day of _____, in the Year of Our Lord,

In witness, thereof, we have written our names.

2. Explain how the people who first established the Constitution of the United States of America signed the document. Talk about how they used a quill pen and ink.

Have each student use the quill pen to sign the Constitution. Mount the signed Constitution to display in classroom.

3. Now it is time to use the Constitution to make rules for the class. Ask students to suggest rules. (Some of the rules discussed yesterday may be applicable.) Be sure each rule fits the guidelines. After rules are listed, have students vote on each one. Use criteria in Constitution to see if each rule will pass. Make a copy of the approved rules to display in room.

Tell students that we will all live by these rules. If we find these rules are not acceptable, then as a class, we can amend, or change them.

4. As follow-up, reproduce copies of both the signed Constitution and the rules. Students could soak their individual Constitutions in a solution of brown paint and water to "age" them. These copies could be taken home and shared with parents.

EVALUATION:

- Give the following questions as a small test, or interview students to determine if they can answer them. (Or train two or three students to do the interviews for you and show them how to record answers.)
 - a. What are the three parts of your classroom Constitution? What is the purpose of each part?
 - b. What is one purpose of your classroom Constitution?
 - c. What is one classroom rule made according to your Constitution?
- Write the following on chalkboard:

The United States Constitution is...

1. a plan for making rules for running the whole world.
2. tells what the people and the government can and cannot do.
3. tells other nations what they can and cannot do.
4. is a plan for making rules for running our country.

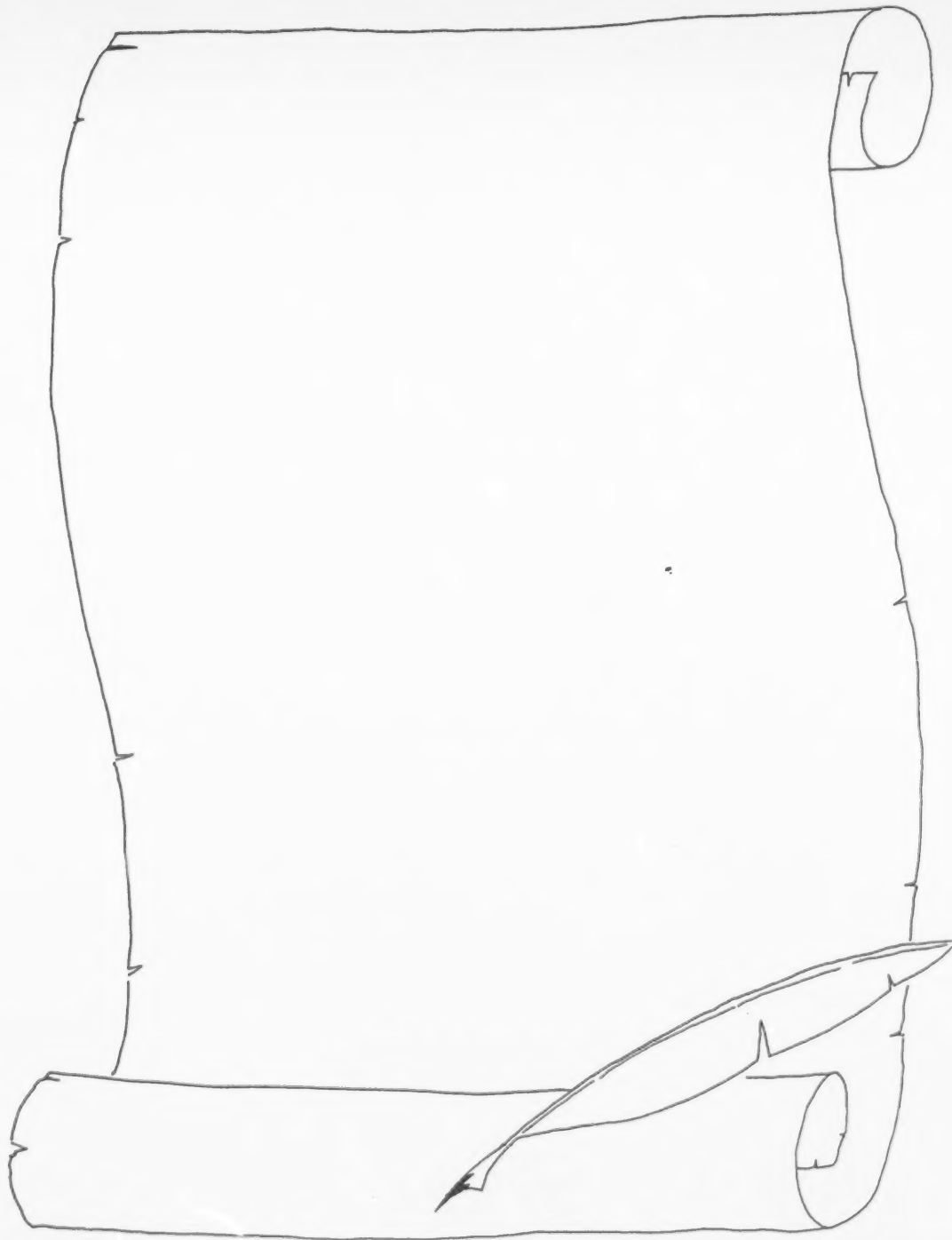
Ask the students to write their names on a sheet of paper. Read the statements and ask the students to write the numbers of the ones that are true. (Correct answers are numbers 2 and 4.)

ENRICHMENT:

- Let students decide what consequences should result if their rules are broken. Discuss what the consequences are for people who break laws in our country. It might help if you list some of these--going to jail, fines, community service, taking away of certain rights, etc. Be sure that all consequences are fair. Talk to the students about the need to make sure that the consequence fits the rule.
- Ask the students to establish rewards for people who do follow the rules. Talk about how people who obey the rules and laws in our country also receive rewards. Help students establish rewards for the whole class if everyone follows the rules.

- Explain that the U.S. Constitution was amended (changed) to provide for rights for its citizens. Hold a classroom Constitutional Convention to devise a Bill of Rights for the class (or to otherwise amend the original document).
- Have students look up the names of some of the people who signed the Constitution. They can write down important biographical data on them. Suggested people might be: Alexander Hamilton; Benjamin Franklin; James Madison, Jr.; George Washington; William Few; Abraham Baldwin (Georgia signers may not be in an encyclopedia).

Attachment 1



THE RESOLUTION TREE

GRADE LEVEL: 2-3 **AUTHOR:** Janice Habersham

TIME REQUIRED: Two class periods

CONCEPTS/VOCABULARY:

Argument; dispute; mutual agreement; negotiation; resolution

MAIN IDEAS:

- a. A conflict resolution process may be used to solve disputes and arguments in a fair and peaceful way.
- b. Many everyday conflicts are best solved by using the conflict resolution process.

QCC CORRELATION:

Content

- 3-17. Demonstrates the qualities of personal citizenship

Skills

- 2-5. Acquires information through constructing and interpreting graphs and charts
- 2-17. Engages in group decisions using democratic processes

INSTRUCTIONAL STRATEGIES:

Guided imagery trip back through recent conflict
Teacher presentation of resolution concepts and vocabulary
Practicing a step-by-step conflict resolution process

OBJECTIVES:

The learner will:
--demonstrate how to use the conflict resolution tree to solve a common conflict or dispute.

TEACHER BACKGROUND:

This lesson introduces and provides practice in a conflict resolution process. The relevance of conflict resolution to law is clear when one considers that the main purpose of our courts is to resolve disputes legally. Today courts resolve disputes not just through litigation, but also through arbitration, mediation, and negotiation. Settlements that are reached before trials can occur are generally negotiated "behind the scenes."

MATERIALS AND RESOURCES:

Handouts

1. The Resolution Tree (also used as a transparency)
2. Resolution Tree Process
3. Disputes That Need To Be Resolved

Overhead projector

PROCEDURES:

Period One

1. Ask the students to close their eyes and think back in time to a conflict or argument that they had. Ask them to search their memories until they find something they wanted to do or something they wanted to have that was denied to them. Have they found the incident? Can they describe what the conflict was about? Can they still feel the emotions that arose through the conflict?

Have the students open their eyes and ask several volunteers to share their conflict incidents. As they do, stress that a dispute happens when two (or more) people believe they are right about something but do not agree with each other. Disputes are natural and normal, but they need to be resolved.

Explain that when two people talk things out in order to try to reach a mutual agreement, it is called negotiation. Stress that negotiation is one good way to make sure that conflicts get resolved without anyone's getting hurt.

2. Relate an example of conflict that has happened previously in the classroom or use the following: There were two cookies, one large and one small. Jed and Jane each wanted the larger cookie. They tried to decide what they could do that would be fair. One idea was to flip a coin to see who would get the larger cookie. However, they finally agreed they would break each cookie in half, and each could have one large half and one small half. Ask students to explain the dispute, how Jed and Jane talked it out, and the mutual agreement.
3. Show the overhead transparency of the Resolution Tree (Handout 1) and go over its parts. Guide students through the Resolution Tree process, utilizing Handout 2 and the notes that follow. You can use a classroom example or one of the disputes on Handout 3 as a demonstration model.

Notes on process as outlined in Handout 2:

- a. Dispute selection. Most, but not all, disputes can be worked out by talking things out. (For example, an argument as to who can run faster might be best solved by competition.) For this exercise, disputes should be simple and capable of being resolved through the process.
- b. Dispute descriptions need to be brief but clear.
- c. Students should brainstorm possible solutions to dispute, i.e., they should think of, and write down, as many possibilities as they can. Encourage them to use back of paper if needed.
- d. From their lists, students should choose the two solutions they think would work best. These should seem reachable and fair to both sides.

- e. Help students think of the good points about each proposed solution, e.g., that it is fair to each side, that it can be done reasonably, that each side will feel good about it, etc. Then have them think of the bad points, e.g., that it would take too long a time to work out, that one person will be hurt, etc. They should reject any solution with too many bad points, and try again.
 - f. Seek a consensus of the class on this agreement. If neither of proposed solutions work, then students should try others.
4. Distribute Handouts 1 and 2. Review Handout 2 for understanding.

After forming the students into pairs, distribute Handout 3, Disputes That Need To Be Resolved. Ask the pairs of students to use the Resolution Tree Process to resolve the first dispute. One student should take Ted's viewpoint; the other, Jan's. Each pair should work through the process to a mutual agreement. Share and discuss their results. Assign one of the other disputes as homework. Remind students that their solutions must be fair and agreeable to each side.

Period Two

1. Share and discuss the resolution solutions developed at home. Are some of the solutions easier or simpler to carry out? Are some of the resolutions fairer? Are some highly similar? Which might work best in each situation?
2. Have the students form back into pairs. Assign one or more of the remaining disputes to each pair. Have pairs resolve the dispute(s) using the Resolution Tree process.
3. Conclude this lesson by sharing and discussing student solutions to the remaining disputes. Tell the students that you hope they will use what they have learned from this lesson to resolve some of their own future disputes.

EVALUATION:

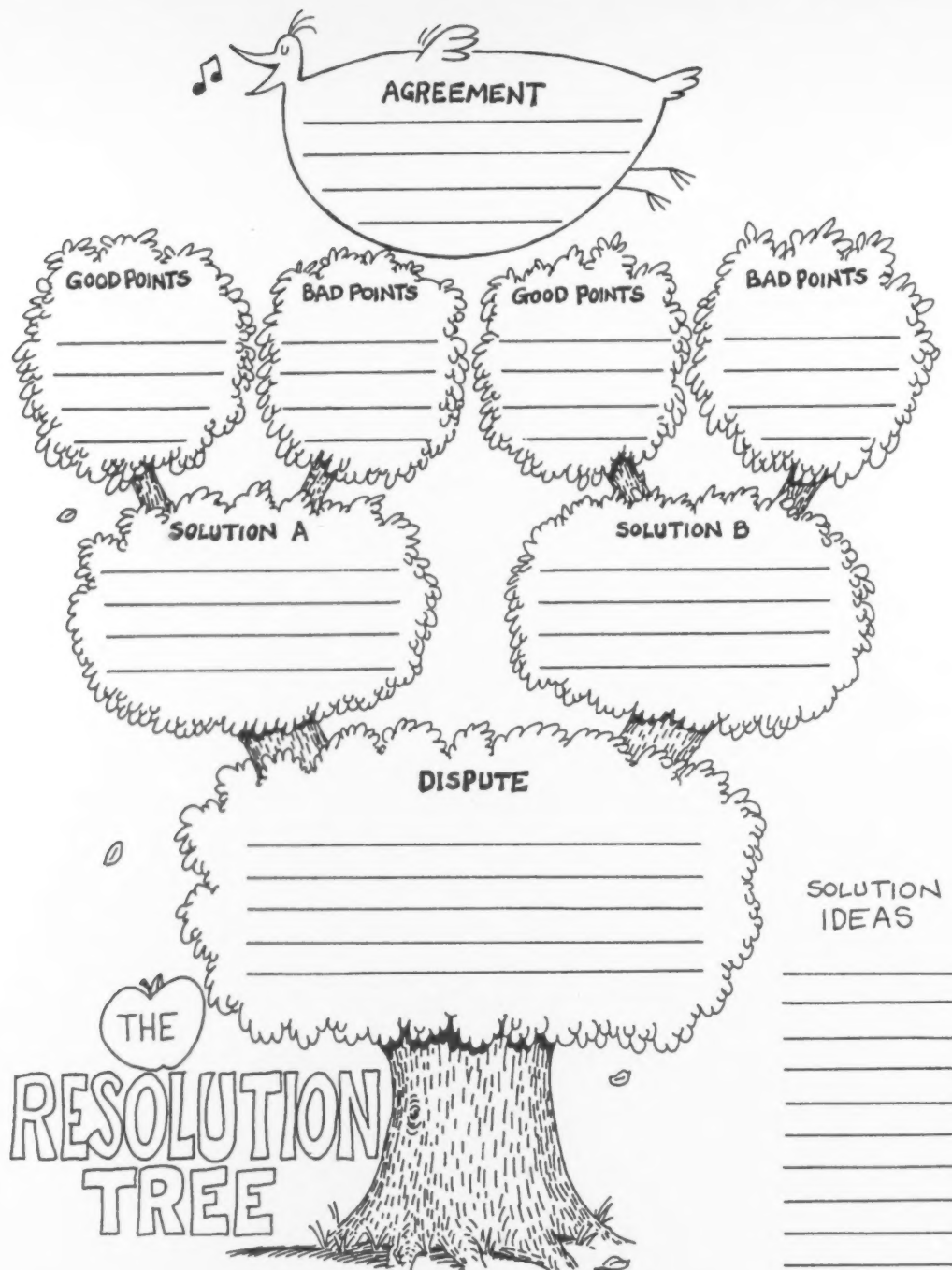
- Distribute clean copies of The Resolution Tree, and read the following dispute to the students:

Jane and Sarah were twins. One hot summer afternoon their uncle gave them a dollar to spend at the store. Jane wanted to buy a large lemonade that cost \$.95. Sarah wanted to spend the money on two small ice cream bars that cost \$.45 each.

Have each student resolve this dispute using the Resolution Tree.

ENRICHMENT:

- To reinforce and encourage application of this lesson, the process should be used to resolve future classroom disputes as they occur.
- Encourage students to use this process to solve disputes at home, possibly by giving an extra copy of the handout. Have them report to class of any disputes resolved in this way.



RESOLUTION TREE PROCESS

1. Select a dispute that you feel can be negotiated or talked out.
2. Write information about the dispute in "dispute circle" on chart.
3. Think of as many possible solutions to the dispute as you can. Write them in the space provided. Use other paper or the back of this sheet if needed.
4. Select the two solutions that seem the most fair to each side and the easiest to carry out. Fill in solution circles A and B with the two solutions you selected.
5. Decide the good points and bad points of each solution. Write these points in the spaces provided.
6. Choose the solution that would be most agreeable to everyone. Write that solution in the mutual agreement circle.

Note: If a mutual agreement cannot be reached, climb back down the tree. Try some different solutions, starting the process all over again.

DISPUTES THAT NEED TO BE RESOLVED

The Browns only have one television set. Jan wants to watch a comedy. Ted wants to watch a game.

Three children can't decide what to do. One wants to go to a movie, one wants to go to the playground, and one wants to ride bikes.

Both Louise and Stella see a dollar lying on the playground at the same time. Each says it is hers. No one else claims it. Neither can prove she owns the dollar.

Both Jim and Jake want to swing on the new red swing. They run toward it and reach it at the same time.

The ice cream man only has two chocolate ice cream sandwiches left. All the rest are vanilla. Hannah, Drew, and Amy all want chocolate ones.

The children on Winter Street put on a play. They charge everyone ten cents. Cindy and Sue pay their ten cents and go to the play. They don't like the play. They demand their money back. The Winter Street children don't want to return the money.

Kerry says she was first in line. Tim says he was. No one else is sure.

SAVE ME!

GRADE LEVEL: 2-3 **AUTHORS:** Carol Strickland Hall and Ann Blum

TIME REQUIRED: Three class periods

CONCEPTS/VOCABULARY:

Protection; misdemeanor; pollution; habitat; endangered species; protected species; species; extinct; predator; ecology

MAIN IDEAS:

- a. Animal and plant species are endangered primarily because of habitat destruction, overhunting, pollution, disease, and predation.
- b. To try to preserve endangered species, our state and federal governments and governments of other countries have enacted laws.
- c. Preservation requires the help and understanding of all citizens.
- d. Finding the balance between the needs of human beings and the needs of wildlife is a global problem.

QCC CORRELATIONS:

Content

- 2-16. Identifies citizenship responsibilities in the community
- 3-13. Identifies the purpose and need for rules and laws in the community
- 3-14. Identifies the role and duties of local officials

Skills

- 2-12. Suggests alternative solutions to identified problem
- 2-19. Suggests responsible actions in given situations
- 3-1. Gathers information through reading, listening, observing and surveying
- 3-17. Identifies consequences of alternatives

INSTRUCTIONAL STRATEGIES:

Identifying endangered species and reasons for their endangerment
Drawing a good habitat for an animal
Discussing laws that protect endangered animals
Writing a letter about environmental laws
Reading and analyzing a plan to save the Florida panther
Small group brainstorming of ways to save animals
Creating badges for awareness of endangered animals

OBJECTIVES:

The learner will:

- explain the reasons that species are endangered.
- discuss how federal and state laws help protect endangered species.
- explain the need to preserve endangered species and state what they can do to help.

TEACHER BACKGROUND:

Both the federal government and Georgia have laws protecting endangered species. The federal act, the Endangered Species Act of 1973, and the Georgia Endangered Wildlife Act (O.C.G.A. 27-3-130-33) were both passed in 1973. Both acts call for identification and inventorying of species of wildlife to determine which are endangered or threatened so as to provide them with some legal protections.

The federal law gives the U.S. Fish and Wildlife Service broad powers to protect animals and plants that are in serious jeopardy. Federal agencies are required to ensure that their actions (or those they authorize or fund) do not threaten the existence of a listed species or adversely affect its critical habitat.

In Georgia, implementation of the law is assigned to the Department of Natural Resources and its Board.

The federal act defines an "endangered species" as one that is in danger of extinction through all or a significant portion of its range. It defines a "threatened" species as one likely to become endangered. The state act designates as "protected species" those that are rare, unusual, or in danger of extinction. Both acts protect endangered plants as well as animals.

According to these laws, species may be found to be endangered because:

- a. their habitats are being or may be destroyed, limited, or changed (main cause).
- b. too many are being destroyed or removed because of overutilization, i.e., hunting, commercial use, scientific research, etc. (second cause)
- c. disease and predation are reducing their numbers.
- d. other reasons, including inadequate regulation, are affecting the population.

The laws protect these animals (or plants) by:

- a. prohibiting the capture, killing or selling of these animals. To remove them from their habitat for any purpose, including breeding or scientific research, a permit must be obtained.
- b. prohibiting import or export of these animals or products from them (federal law)
- c. protecting the habitat of animals on public lands.

Any citizen may nominate an animal for the endangered species list. Data are then collected, and both acts provide mechanisms for review of wildlife proposed or on the lists. (Animals are withdrawn if it is felt their populations have sufficiently increased. An example is the American alligator in some regions.)

Violation of either law is a misdemeanor with a penalty of up to a year in jail and/or a fine. The fine for violation of the federal law is up to \$20,000.

In addition, both agencies have authority, within budget restrictions, to develop "recovery plans" to restore these plants and animals to a more secure biological condition. This may include reintroduction of the species, captive breeding, relocation of species (particularly for larger animals like bears), and, where possible, purchase of critical land. The money comes from dedicated government funds, individuals, corporations, or private organizations such as the Nature Conservancy.

Other laws providing protection include:

CITES--a treaty signed by 109 countries that regulates, and in many cases, prohibits commercial import and export of wildlife threatened or endangered by trade.

The federal Marine Mammal Protection Act--which bans the import of marine mammals and products from them. These include whales, seals, sea otters, and polar bears.

The African Elephant Conservation Act--which prohibits the importation of carved ivory products from any country and allows import of whole tusks only from elephants legally killed in certain countries.

Many animals are also protected by international treaties.

MATERIALS AND RESOURCES

Handouts

1. Am I Endangered?
2. Some Endangered Animals
3. Reasons Why Animals Become Endangered
4. Why the Desert Tortoise is Endangered
5. Trying to Save the Florida Panther
6. True-False Questions

Children's book with large pictures of dinosaurs; 4" x 12" construction paper cards with vocabulary words (EXTINCT, ENDANGERED SPECIES, OVERHUNTING, POLLUTION, DISEASE, PREDATION, HABITAT DESTRUCTION, ECOLOGY); drawing paper.

PROCEDURES:

Period One

1. Motivate the students for this lesson by showing them several pictures of dinosaurs, sharing their names and a small amount of information about each. Then ask why they have never seen a real dinosaur? If the students do not know the answer, explain that dinosaurs became extinct very long ago. Hold up the vocabulary card with the word EXTINCT. Ask the students if they know what the word extinct means? Explain that the word extinct means that there are no more living examples of that kind of animal or plant.

Explain that what happened to the dinosaurs could happen to many kinds of animals and plants living today, if people don't do something to help them. These animals and plants could become extinct. Such animals and plants are called ENDANGERED SPECIES.

Hold up the vocabulary card with ENDANGERED SPECIES on it and explain that endangered means threatened with extinction, while species means "kinds of animals" or "kinds of plants." Clarify that endangered species means "kinds of

animals or plants that could become extinct." Check to see if students understand the difference between extinct and endangered.

Explain that in this lesson you will be talking about animals that are endangered species.

2. Distribute Handout 1, "Am I Endangered?" Work in small groups or as a whole class to identify if any of these familiar animals are endangered. (The students may not think so.)

Share with students a list of animals that are endangered (Handout 2). Ask the students to check to see if the animals on Handout 1 are on the list. (They will discover that all of the animals on Handout 1 are endangered.) Have the students pause and think about what it would be like if only pictures remained and the real living animals were gone so that no children could ever see them.

Point out that these are only a small number of the species that are threatened or endangered. Georgia alone lists 300 endangered animal and plant species.

3. Distribute Handout 3, "Reasons Why Animals Become Endangered." Explain that the handout names the five main reasons animals become endangered. They are overhunting, pollution, disease, predation, and habitat destruction.

As you discuss each reason with the class, students should listen for examples and draw a picture or place the name of one or more animals in the appropriate boxes in the handout. Some information for discussion follows.

- A. OVERHUNTING (Hold up the OVERHUNTING vocabulary card.) One reason that animals are endangered is because there is too much hunting of them for commercial purposes, sport, or even scientific usage.

Point out that elephants are killed to get their tusks for the ivory. Poachers in Africa have killed thousands of elephants for their tusks. Elephants are now protected by laws and international agreements, but illegal killing has not been totally stopped.

Whales have been overhunted for meat and other products. The low populations of whales have led to a ban on commercial whaling, but nations who use whale meat--Japan, Norway, and Iceland, particularly--are pressing for an end to the ban.

Alligators have been killed to make shoes, purses, and belts. Protection of the American alligator has brought back their numbers, but the American alligator is still endangered in some areas.

Spotted cats, killed for their fur, are protected by international agreements and U.S. law, but illegal traffic has not totally stopped.

Point out that there are even some animals that have been protected because of overcollecting for scientific research. The rhesus monkey is an example; the government of India has banned export of rhesus monkeys to preserve the species.

The wolf, cougar, and eagle are examples of animals that have been overkilled because farmers think they threaten their farm animals. Evidence is that the threat is not as great as is stated and that there are other ways of protecting domestic animals. Predators that have been almost wiped out in the eastern United States are now being reintroduced.

Certain bats and snakes have been overkilled because of wrong beliefs or superstitions. Much of this kind of destruction is because of misinformation. People kill snakes that are excellent controllers of rodent populations or bats that are important controllers of mosquitoes and other insects.

Finally, some animals are killed purely for sport. For example, tigers, elephants, wolves, pandas, and buffalo have all been killed for sport but are now protected.

- B. **POLLUTION** (Hold up the POLLUTION vocabulary card.) Explain pollution is harm to or contamination of the environment. Explain that animals are also endangered by pollution, particularly by our use and transportation of chemicals and other products. Ask students if they know of any examples. Provide some examples, such as the following:

In the summer of 1991, a spill of weedkiller into the Sacramento River in California emptied into the Shasta reservoir. Every fish, crustacean, and mammal in the vicinity of the spill was killed. Fish-eating bears, water-drinking deer, and birds were in danger.

Some students may have seen pictures of birds or otters harmed or killed by oil spills.

In the 1950s and 60s, many birds--even bald eagles--were harmed by now-banned insecticides. Traces of insecticides are still found in birds and other animals.

Point out that some of the animals on the list (Handout 2) have been victims of pollution. (All may be, but conspicuous examples are birds, otters, and the manatee.)

- C. **DISEASE** (Hold up the DISEASE vocabulary card.) Point out that any animal may become a victim of disease. As disease spreads through a group of animals, even if it isn't immediately fatal, it may weaken the population for foraging and reproduction, thus limiting the number of offspring. Certain species abandon or exclude diseased members from the group, thereby protecting the group from further spread of the disease but often denying the afflicted animal support and protection.
- D. **PREDATION** (Hold up the PREDATION vocabulary card.) Ask the students to guess which animals on the list would be vulnerable to increases in predators. (Good examples are turtles, birds, gophers, bison--in short, the non-predatory animals.)

Explain that a predator is an animal that eats other animals. Point out that an increase in predators can result from human activities. (Examples are in Handout 4.)

E. **HABITAT DESTRUCTION** (Hold up the **HABITAT DESTRUCTION** vocabulary card.) The main reason animals and plants are endangered is loss or harm to habitat. Explain that habitat is where the animal lives. With students, make a list on the board of what a habitat must have (students could consider what their families or their pets need):

- 1) food
- 2) water
- 3) shelter from weather and predator animals
- 4) space needed for lifestyle
- 5) places to raise young

If any of these things are destroyed, animals may die.

Point out that people are the main destroyers of habitat. For example, if a field is cleared for farming or roads, many animals and plants lose their homes. When timber is logged or when people build a house in the woods, homes of many animals are destroyed. The more people that need homes, the more habitat that is lost.

Obviously, people need space, but students should think about whether it is possible to share our world.

What animal(s) should go in the "habitat destruction" box? Probably any listed, with exception of whales.

4. Have each student draw a picture that provides a good habitat for one of the animals on the endangered species list. Provide them with materials that tell about the animals, or allow them to draw from their imaginations. The pictures should show the animal's access to all of the things necessary to a good habitat. Have them share pictures with class.

Period Two

1. Distribute Handout 4, "Why the Desert Tortoise is Endangered." This tells the story of the threats to the desert tortoise that lives in the Southwest. Review any difficult words, and have students read the information and then mark on the handout sheet as indicated the ways in which the tortoise is endangered, (e.g., destruction of habitat.).

Discuss what might be done to save the tortoise.

2. Explain that people do many things that threaten endangered species, and now the class will look at what is being done to protect them. Tell the students that both our federal and state governments have laws to protect endangered animals. (Use the Teacher Background for your explanation.) Point out that these laws prohibit capturing, killing, or selling these animals. To do so under Georgia law is a misdemeanor. Explain that violators can be fined and/or go to jail for up to a year. The federal law has even larger fines.

These laws protect animal habitats if on public land. This means that any proposed use of this land has to be reviewed for its impact on the animals. Both state and federal governments have programs for buying lands with critical habitat areas with private and government moneys designated for that purpose.

State and federal government agencies develop plans to save endangered animals. Sometimes, they try to introduce them to new habitats. Students may have read about efforts to establish peregrine falcons in Atlanta. Some falcons have been located on tall buildings in the middle of the city. The city's skyscrapers are similar to the mountain cliffs where falcons live in the wild. The city's ample pigeon population provides food for the falcons.

Review government actions to protect endangered species with the children, writing key words on the board. Your list might read: Identify endangered and threatened species. Prohibit capturing, killing or selling animals. Protect their habitats. Develop and carry out plans for their recovery.

3. Have students pretend that they are one of the endangered species. They should write a letter to the Georgia or federal government to thank legislators for passing laws to try to save them. They should also tell the government how important it is to enforce the law(s) strictly and do other things to help protect them.

Students can illustrate their letters. Share the letters with class and display them on bulletin board. (The letter-writing can be an individual, pair, or small group activity.)

Period Three

1. Distribute Handout 5, which explains some of efforts to save the Florida panther, which is endangered because of overhunting and loss of habitat. Have students read the story and answer the questions below. (Answers can be written or oral.)

How many panthers are living?
What does the Florida panther look like?
What is planned to protect panthers from being killed by cars?
What is planned to be sure panthers can get enough to eat?
What is being planned to improve the panther's habitat?

Discuss the likelihood of being able to save the panther. Point out that the danger is that there are so few of them.

2. Ask students why it is important to save these animals. List their reasons. One might be so that 50 or 100 years from now we will have more than just pictures to show to children. Another reason is that we are just learning how animals and plants interrelate and how important they are to the well-being of each other and ourselves. Explain that the study of interrelationships of animals (including man) and plants with their environment is called ECOLOGY. (Hold up the card with that word.)

Explain that the laws we have talked about protect these animals, but many people fear the laws do not protect the animals enough from growing populations or powerful business interests.

3. Have students meet in four groups to brainstorm ideas about how they can help save endangered animals. Allow about five minutes. Each group should appoint a recorder to write down ideas and a spokesperson to share them with the class.

Have the groups share their ideas. (Ideas might include writing to legislators to continue protection of endangered species, raising money or other support for groups that help endangered animals, and letting others know why the protection is important.) List these on board.

4. To let people know about the importance of saving animals, have students make construction paper badges to wear. Badges could be about 6 inches wide, in circles or other shapes. Each should have a drawing of one of the endangered species. It should also have a message such as "Save Our Animals." Badges can be worn or used in a school display.

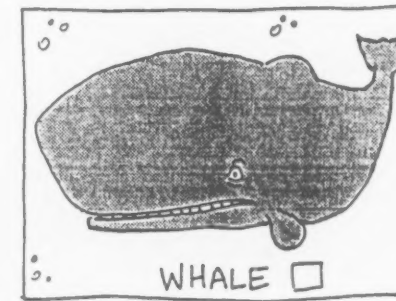
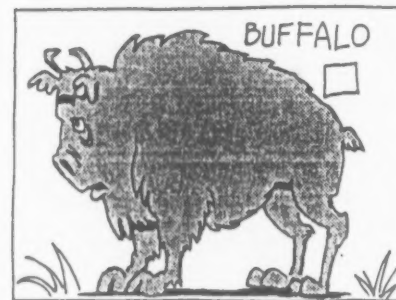
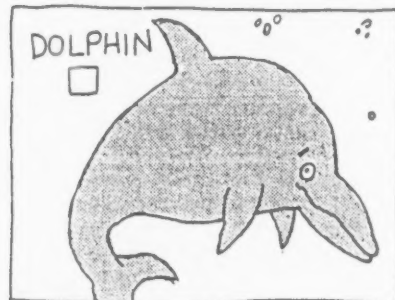
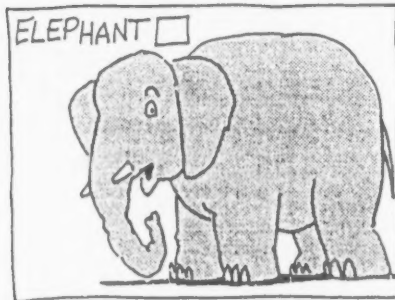
EVALUATION:

- Assess the drawings, letter, and other work done during this lesson.
- Distribute Handout 6, "True-False Questions," for students to complete.
Answer Key: (1) F; (2) T; (3) F; (4) F; (5) F; (6) F; (7) T; (8) T; (9) T; (10) T.

ENRICHMENT:

- Let students pick an endangered species and research it in the school library. They could write and illustrate a report and share it with the class.
- Divide the class into groups. Give each group a shoe box, some construction paper, glue, and scissors. Ask them to create a diorama of an endangered species and its habitat.
- Let students develop a poster exhibit, skit, or puppet show that could be shared with other classes to explain the importance of saving endangered species.
- Provide books about endangered species and let students read them or read them to the class.
- Make a coloring book of endangered species for others to color.

AM I ENDANGERED?



SOME ENDANGERED ANIMALS

AMERICAN

American alligator (some regions)
American bison
Bald eagle
Black right whale
Brown pheasant
California condor
Eastern cougar
Eastern timberwolf
Eastern brown pelican
Elephant seal
Florida manatee
Florida panther
Gray bat
Green sea turtles
Grizzly bear
Humpback whale
Loggerhead turtle
Peregrine falcon
Red cockaded woodpecker
Sherman's pocket gopher
Southern sea otter
Whooping crane

WORLD WIDE

Cheetah
Chimpanzee
Galapagos tortoise
Giant anteater
Giant panda
Gorilla
Jaguar
Orangutan
Oriental white stork
Rhesus monkey
Rhinoceros
Snow leopard
Tiger
Whales (all species)

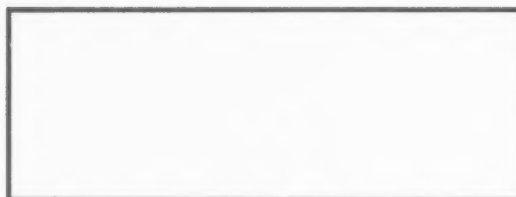
REASONS WHY ANIMALS ARE ENDANGERED

EXAMPLE (one or more)

OVERHUNTING



POLLUTION



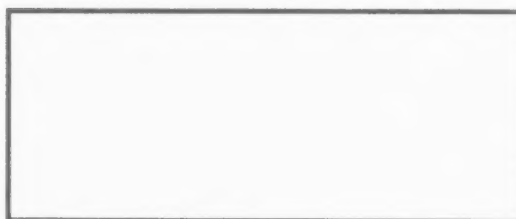
DISEASE

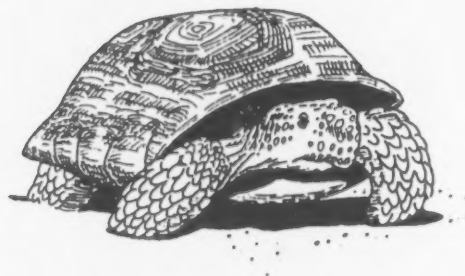


PREDATION



HABITAT
DESTRUCTION





WHY THE DESERT TORTOISE IS ENDANGERED

The desert tortoise is a large tortoise that lives in the Southwest. Tortoises are like turtles. An adult tortoise can have a shell as long as 15 inches. The tortoise is shy and spends much time underground in dens and burrows. It can live to be 50 to 100 years old. Unfortunately, the desert tortoise is an endangered species. Read about what is happening to it below. Then, in the space in front of each happening, put the number (or numbers) of the reason it is being endangered. Reasons are: 1. Loss of habitat; 2. Overhunting; 3. Pollution; 4. Disease; 5. Predation.

The desert tortoise is endangered because:

_____ More houses are being built in the desert where it lives.

_____ There are mining operations where the tortoise lives. Also, people are looking for gas and oil.

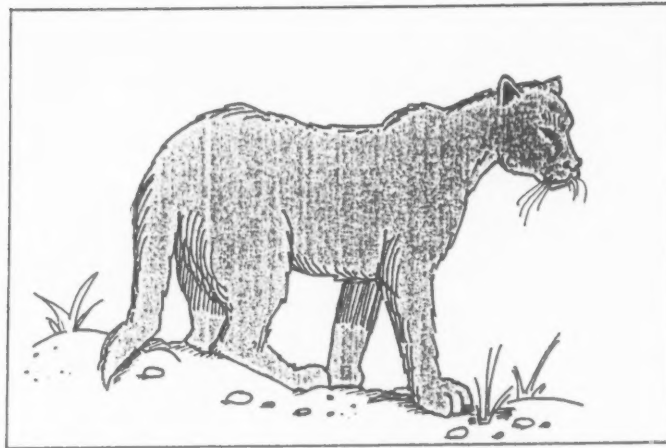
_____ More and more of the desert where the tortoise lives is being grazed by cows that eat the same plants the tortoise does. The cows also trample young tortoises.

_____ Off-road vehicles come onto the tortoise's land. These pollute with gas and oil. They also crush burrows and run over tortoises.

_____ People have collected tortoises for pets. Now this is illegal in most states.

_____ The growth in numbers of people has increased the numbers of ravens in the area. Ravens, which look like large crows, thrive at new landfills and sewage ponds. Ravens also eat young tortoises.

_____ Pet desert tortoises have gotten a respiratory disease. When this has happened, many pet owners have released their sick turtles into the desert, thinking they would get well. But what has happened is that they have carried the sickness to wild tortoises, who are dying.



TRYING TO SAVE THE FLORIDA PANTHER

The Florida panther is closely related to the western mountain lion. It used to live in Georgia and other parts of the United States. Now due to overhunting and habitat loss, it only lives in wilderness areas in Florida.

The Florida panther is very endangered. There are only about 30 to 50 living in the wild. Deaths have come from habitat destruction, cars and illegal hunting.

The Florida panther is the state mammal of Florida. Efforts are being made to save it by state agencies. They are considering the following actions:

- 1) Moving some or all of the panthers to another wilderness area such as the Okefenokee Swamp.
- 2) Improving and expanding the habitat lands where panthers live now.
- 3) Putting wildlife fencing along roads the panthers cross, or building passes under these roads.
- 4) Restricting deer hunting, and limiting off-road vehicles in the panther's habitat areas.
- 5) Continuing to try to breed panthers in captivity.
- 6) Removing all panthers from the wild.

TRUE -FALSE QUESTIONS

Name _____

Date _____

Read the following statements and write TRUE if the statement is true, and FALSE if it is false.

1. _____ Endangered species are animals that are extinct.
2. _____ Many animals are endangered because the places where they live have been destroyed.
3. _____ Animals are not endangered by overhunting.
4. _____ Only the national government passes laws to protect endangered animals.
5. _____ Dinosaurs are an endangered species.
6. _____ There is nothing people can do to protect endangered species.
7. _____ It is against the law to kill endangered species.
8. _____ The Florida panther is an endangered species.
9. _____ Pollution is one reason animals are endangered.
10. _____ When an animal or plant is endangered, it generally means there aren't very many of them left.

ARE YOU PLAYING OR BREAKING THE LAW?

GRADE LEVEL: 2-3 **AUTHOR:** Carol Strickland Hall

TIME REQUIRED: Two class periods

CONCEPTS/VOCABULARY:

Simple battery; insulting; provoking; intentionally; misdemeanor; consequences; imprisonment; fines; law

MAIN IDEAS:

- a. Every child needs to understand that pushing and shoving can be against the law. It could be considered "simple battery."
- b. Children need to know of the consequences of breaking this law.
- c. Children should learn alternative behaviors to battery.

QCC CORRELATION:

Content

- 2-10. Explains the role of rules and laws in the community
- 3-13. Identifies the purpose and need for rules and laws in the community

Skills

- 2-1. Gathers information through reading, listening, and observing
- 3-13. Recognizes and states a problem related to topics under study

INSTRUCTIONAL STRATEGIES:

Working in small groups to define terms used in the law on battery
Discussing Georgia's battery laws
Role playing and decision-making on scenarios that illustrate potential batteries
Brainstorming peaceful alternatives to battery

OBJECTIVES:

The learner will:
--be able to define battery.
--identify examples of battery.
--explain consequences of violating the law.
--offer alternatives to battery to solve problems.

TEACHER BACKGROUND:

Battery

Simple battery occurs when a person intentionally makes physical contact of an insulting or provoking nature with another person or intentionally causes harm to another person. Simple battery is a misdemeanor, although the penalty can be more severe if a person 65 years or older is harmed.

Battery occurs when a person intentionally causes substantial or visible bodily harm to another. Battery is a misdemeanor, but a third conviction for battery is a felony.

Aggravated battery occurs when the act is malicious and the harm done is more severe, (e.g., depriving a person of part of body, rendering a member of body useless, or seriously disfiguring someone). This is a felony carrying a penalty of 1 to 20 years. The penalty is more severe if a person harms a police or corrections officer or someone 65 years or over. (O.C.G.A. 16-5-23,24)

Penalties for children: The law generally expects that young children will be disciplined by their parents or guardians for acts such as assault and battery. An older child (under 18 years of age) would appear before the juvenile court. The severity of the delinquent act and record of the child would affect the penalty. Possibilities are probation under court supervision with requirements or commitment to the Division of Youth Services.

MATERIALS AND RESOURCES:

Handout

1. Battery definitions

Attachment

1. Role Play Cards (cut apart for distribution)

Chart and marker; dictionaries; vocabulary cards; crayons and drawing paper

PROCEDURES:

Period One

1. Divide students into small groups. Distribute Handout 1 and dictionaries. Ask students to look up the definitions, discuss their meaning, and then put them in their own words on their handouts. Tell them they may not find all of the words.
2. Write "battery" on the board and ask the students to define it in their own words. Call on students to explain the vocabulary words used in their definition.
3. Ask for examples of battery and examples of "accidents." List five or six of these on the board or chart paper.
4. For homework, have students copy the list of examples and discuss it with their parents. Ask them to talk about which situations are play, which are battery, and why. Are some examples more serious problems than others? Why?

Period Two

1. Review homework and Handout 1 and discuss possible consequences for both victims of battery and the person who inflicted injury.

2. Ask for several volunteers to role play the situations given on Attachment 1. (Students should be reminded that they are acting and are not to strike, shove, push, or in any way compromise the safety of another student.)

Divide the rest of the class into pairs and ask them to fold a piece of paper in half vertically. For each role play, the pair is to put reasons supporting that the situation was "battery" on the right side. On the left half, the pair is to put reasons that the episode was "an accident." As each role play is enacted, they are to record and discuss their reasons for "battery" or "accident," using the information in Handout 1 to support their arguments. If the pair decide the role play was an example of "battery," they are to state the possible consequences.

Each pair should also identify another means of handling the problem in the role play, choose a spokesperson to share their decision of whether the situation was "battery" or "an accident," and present alternative resolutions to the conflict.

EVALUATION:

- Have the students copy and complete the following sentences:
 - a. Battery is a crime that happens when...
 - b. Some consequences of battery for a young child might be...
 - c. To avoid battery you can...

ENRICHMENT:

- Students can write an advertisement, draw a cartoon, or invent a way to help other students understand "battery," its consequences, and alternatives to battery as a way of solving problems.
- Have students make up a skit on battery, its consequences, and alternatives to share with the other classes

BATTERY

A person commits the offense of simple battery when he either:
1) intentionally makes physical contact of an insulting or provoking nature with another person; or 2) intentionally causes physical harm to another.

Simple battery is a misdemeanor. An adult convicted of it could be punished by fines and/or imprisonment for up to one year. The penalty can be more severe if a person 65 years old or older is harmed. A third conviction for battery is a felony.

Vocabulary:

Intentionally

Physical

Insulting

Provoking

Offense

Consequences



Attachment 1

Role Play Cards

Tom and David are standing in line at the water cooler. When Tom's turn comes, he takes a long, long drink. David pushes Tom into the wall so he can have his turn at the fountain. Tom bruises his forehead.

Jenny, Lisa, and Karen wait after school to tease Susan because she got them in trouble for chewing gum. One of them trips Susan and she falls, skinning her knee.

While walking down a crowded hall, Jonathon accidentally bumps into Joe, causing Joe to break his arm.

Harrison pushes Louie from his seat during math. Louie is not hurt, but he is angry and shoves Harrison out of his seat. The teacher sends them both to the principal's office before they fight anymore.

Johnny and Judy are playing on the slide. Judy sticks her tongue out at Johnny, who then pushes her off of the slide.

WHEN YOU PLAY ON OTHER'S PROPERTY, ARE YOU COMMITTING A CRIME?

GRADE LEVEL: 2-3 **AUTHOR:** Carol Strickland Hall

TIME REQUIRED: Two class periods

CONCEPTS/VOCABULARY:

Trespass; criminal trespass; intends; unlawful; vehicle; penalties;
imprisonment; fines; restitution

MAIN IDEAS:

- a. Children need to understand the necessity of respecting the property of another.
- b. Trespassing can be a crime as well as a tort. To avoid breaking this law, children should not go onto the property of others to do anything unlawful or if told not to do so. It is best to have permission.
- c. Laws protect people, and the trespassing law protects their property.

QCC CORRELATION:

Content

- 2-10. Explains the role of rules and laws in the community
- 2-16. Identifies citizen responsibilities in the community
- 3-13. Identifies the purpose and need for rules and laws in the community
- 3-14. Identifies the role and duties of local officials

Skills

- 2-1. Gathers information through reading, listening, and observing
- 2-17. Engages in group decisions - using democratic processes
- 2-19. Suggests responsible actions in certain situations
- 3-8. Identifies the main idea from a passage read in class
- 3-19. Participates as a leader and/or follower in a structured small-group activity

INSTRUCTIONAL STRATEGIES:

Interpreting signs related to trespass
Participating in group activity to determine reasons for signs
Reading and discussing laws on trespass
Playing game to identify instances of trespass
Discussing consequences of trespass
Creating rules to help avoid trespassing

OBJECTIVES:

The learner will
--explain what trespass is.
--identify signs forbidding trespass and explain why they are needed.
--explain the law on criminal trespass and consequences of breaking it.
--cite a rule that can be used to keep from trespassing.

TEACHER BACKGROUND:

Under Georgia's civil laws, trespass to real property (land and premises thereon) is unauthorized entry onto the real property of another. In a law suit, the owner does not have to show damages to property. Trespass to personal property is temporary interference with custody or possession of personal property of another. Unauthorized "borrowing" would be trespass to personal property. Both of these "trespasses" are intentional torts, and the property owner could sue the violator.

According to Georgia State Criminal Code (16-7-21), criminal trespass is defined as follows:

- a. A person commits the offense of criminal trespass when he intentionally damages the property of another without his consent and the damage thereto is \$500.00 or less or knowingly and maliciously interferes with the possession or use of the property of another person without his consent.
- b. A person commits the offense of criminal trespass when he knowingly and without authority:
 - (1) Enters upon the land or premises of another person or into any part of a vehicle, railroad car, aircraft, or watercraft of another for an unlawful purpose.
 - (2) Enters upon the land or premises of another person or onto any part of a vehicle, railroad car, watercraft, or aircraft of another person after receiving, prior to such entry, notice from the owner, rightful occupant, or, upon proper identification, an authorized representative of the owner or rightful occupant that such entry is forbidden.
 - (3) Remains upon the land or premises of another person or within any vehicle, watercraft, aircraft, or railroad car of another after receiving notice from the owner, rightful occupant, or, upon proper identification, an authorized representative of the owner or rightful occupant to depart.
- c. A person who commits the offense of criminal trespass shall be guilty of a misdemeanor.

A misdemeanor is a crime punishable by fines and/or imprisonment for not more than twelve months.

Penalties for juveniles: In general, the courts leave the punishment of young children for misdeeds to parents and schools; however, the court would have to act upon a complaint. Older children under 18 years old committing criminal trespass come under the authority of the juvenile court. If found to have committed this delinquent act, for a first offense, they are likely to be put on probation, which means they would be under the supervision of the courts. This means they would have to follow rules set by the court (such as time to be in their homes at night, obeying their parents, etc.) and go to special classes or programs.

One condition could be that they could have to make "restitution" for any damages through earning money to repay a victim or working in the community.

MATERIALS AND RESOURCES:

Handouts

1. What Is The Law?
2. Are These Trespasses?
3. Tic Tac Toe gameboard and patterns for game pieces

Prepared "signs" with following words, STOP; TRESPASSING; NO TRESPASSING; CRIMINAL TRESPASSING; POSTED; NO HUNTING; NO FISHING; PRIVATE PROPERTY; GOVERNMENT PROPERTY; NO ENTRY; PARK OPEN FROM 8 A.M. TO 7 P.M.; STORE CLOSED FROM 9 P.M. TO 8 A.M.; dictionaries; optional: drawing supplies; scissors; construction paper

PROCEDURES:

Period One

1. Hold up the sign saying "STOP." Ask students if they have ever seen it before. Ask: Where have you seen the sign? (On roads.) Who is supposed to obey it? (Drivers of vehicles, pedestrians.) What are they supposed to do? (Stop.) Ask why the sign is used. Discuss the use of stop signs to keep people safe.

Ask students to name other traffic signs they have seen in the last few days. Accept answers such as railroad crossing, yield, slow, children crossing, and school. Discuss the reasons for these signs.

2. Ask: Who puts up traffic signs? (The Government.) Explain that governments make laws, rules, and regulations to protect each of us and our property. The signs tell us rules to follow so people won't get hurt. The government expects us to be responsible and obey the laws.
3. Explain that today we are going to look at other kinds of signs that the law allows property owners to put up. These are signs that forbid an act called TRESPASSING. (Hold up the sign that says trespassing.) Ask students what they think it means. Explain that trespassing means going onto someone's land or the buildings on the land without permission.

Now hold up the sign that says NO TRESPASSING. Ask what that sign means.

4. Show students the prepared signs. Explain signs, if needed, and discuss where the signs might be seen. Point out that these kinds of signs tell us that it will be against the law to go onto someone else's property (or to use their property for certain purposes) without their permission. Tell students these signs are posted to show us where someone else's property is.
5. Tell students that they are going to be assigned to groups, and each group will have a sign. The group members will have to decide:

- a. Where might their sign be located? (e.g., along woods, on an apartment building, in front of house, etc.)
- b. What does the sign say to anyone reading it?
- c. Why might the sign be needed?
- d. How does the sign help people stay out of trouble?

Write these four questions on the board so that the groups can refer to them. Explain that before dividing into groups, you will demonstrate what you want the groups to do.

Use one of the signs, for example the "POSTED" sign, for demonstration. Show class the sign. Tell them the sign is by a small farm. Ask: What does the sign say to anyone reading it? (The owner of this property does not want anyone on his/her land or in its buildings without permission.) Ask for some reasons why the owners need this sign? (They raise animals that could be harmed by people who do not understand them; someone might drop a cigarette that could start a fire; they are growing crops that could be trampled by careless visitors; they don't want to be bothered by salespersons; or they like privacy.) Ask: How does the sign help us stay out of trouble? (It tells us not to go onto the other's property without permission.)

6. Divide class into groups. The group's task will be to come to a group decision on the correct answers to the four questions. Remind students to use quiet voices so that they don't "trespass" on another group's thinking time.
7. When the groups have finished, allow each group to share its decisions. Discuss responses, focusing on the right of people to enjoy privacy on their property and be protected from trespassers. Ask class to give words to explain how they feel about trespassers in their homes or rooms. Write these down on the board.
8. Show students the two signs with hours of entry on them. Discuss what they mean and how they differ from the other signs. Explain that these signs are used at places that are open to the public for certain times. One place, the park, is owned by the government or the people. The other, the store, is privately owned but open to people to shop.

Could you trespass in these places? (Yes, during the hours they are not open.)

9. Ask: Can you get into trouble for trespassing? (Yes. Explain that adults might be taken to court and have to pay the property owner money if found to have trespassed. Also, under some conditions (to be discussed in next class period) adults and children could be charged with the act of criminal trespass. Further, trespassers may be scolded and ordered not to trespass again. Trespassers are expected to pay for any damages caused.
10. Ask: Do you have a sign at your house that says, "Do not enter," or "Posted," or "No Trespassing?" Do we always need signs to know that we should not enter someone's house without permission. (No.) Why? (Because we know we should only enter someone's house with permission.) Tell students that tomorrow they will discuss Georgia's Criminal Trespassing Law.

Period Two

1. To review, ask for definitions of the word "trespass." Then, hold up the signs used yesterday and call on students in turn to say what the signs mean and why they are needed.

Explain that our state government feels so strongly about protecting people's property against trespassers that it has passed a law making certain kinds of trespassing a crime. The law calls the crime **CRIMINAL TRESPASS**. It is not quite the same as **TRESPASS**.

Distribute Handout 1, which explains the law. Ask students to follow along as you read the handout. Define any difficult words. Discuss the handout to be sure students understand it.

Pose some examples: Could playing on the next door neighbor's lawn be a criminal trespass? Yes, if you had been told not to play there. If you had permission from your neighbor, no.

Would cutting across someone's yard to go to a friend's house be criminal trespass? (Same applies as above. Note that a sign saying "No Trespassing" would make it criminal trespass.

Would playing in someone's driveway be criminal trespass? (Same applies as above.)

Would going into a playground after hours, when signs were posted giving hours it was open, be criminal trespass? (Yes.)

Would remaining in a school after being told to leave be criminal trespass? (Yes.)

Would going onto property to vandalize or harm it be criminal trespass? (Yes.)

2. Ask students to think of an example of criminal trespassing that they have seen or done. Ask them to illustrate it. Give them a few minutes and then let them share their examples. They should be able to show why the examples show trespassing.
3. Ask students what would happen if an adult committed criminal trespass. Allow them to use Handout 1 to answer.

Ask students what would happen to a child? Use the Teacher Background, stressing that for children their age, the courts generally expect parents or the school to punish any wrongdoing. Students should understand that they break this law by going onto property when they have been told not to do so by spoken or written word, or by going onto it with intent to do harm (such as "rolling a yard").

4. Explain that the class will play a game called "Tic Tac Toe Trespassing." For the game, you will need to divide the class into threes.
 - a. Distribute Handout 3, a game board and pattern for game pieces to student trios. They can color the pieces and cut them out or trace them onto construction paper.
 - b. Trios should decide who will be "C," "T," and the questioner.
 - c. Explain that the rules of the game are the same as Tic Tac Toe in that the first player to get three game pieces down in any direction wins. But, before any player may put down a game piece, he or she must correctly answer the questions asked by the questioner about trespass. Tell them they may play two games; the first game they may use Handout 1, but for the second game they must not use their handouts. Note: You might want to set a time limit.

- d. Provide questioners with Handout 2, "Are These Trespasses?" to use during the game.
5. Conclude lesson by reviewing laws about trespass. Trespass is going on another's property without permission. You (or your parents) would be liable for damages and the person could take you to court. Trespass becomes a crime if you go onto property despite having been told not to do so and/or if you do so to commit an unlawful act.

Let class make some general rules regarding trespass. Rules might include:

1. Ask permission before going onto private property.
2. Always leave property, if you are asked to do so.
3. Obey signs about trespassing.
4. Be careful not to damage other people's property.

Divide class into as many groups as there are rules. Let each group make a "sign" giving the rule. Signs can be colored and decorated. Post the signs around the room.

Explain that if we respect each other's property and feelings, we can be sure that we will not break the law because laws were made to protect each of us.

EVALUATION:

- Provide each student with a Tic Tac Toe gameboard. Have them number the squares as shown.

1	2	3
4	5	6
7	8	9

Then ask them to fill in the top row of squares as follows:

1. Definition of trespass.
2. Reason we need trespassing laws.
3. Consequence of trespassing.

In the rest of the squares they can put examples of trespassing in words or pictures and some of signs used to prohibit trespassing.

ENRICHMENT:

- For enrichment, students could construct game cards including examples of trespassing, examples of situations that would not be trespassing, some consequences of trespassing, and some false consequences of trespassing to use with their Tic Tac Toe Trespassing Game. Directions: Each student gets a try at correctly answering the card. If he/she succeeds he may place his/her "T" or "C" on the board; if not, it is the next player's turn. The first one to get 3 in a row wins.

WHAT IS THE LAW?

When is an act a trespass?

- If someone, without permission, goes onto the land or premises (such as a house, barn, etc.) and means to do so. The owner could take an adult trespasser to court.

When is an act a criminal trespass?

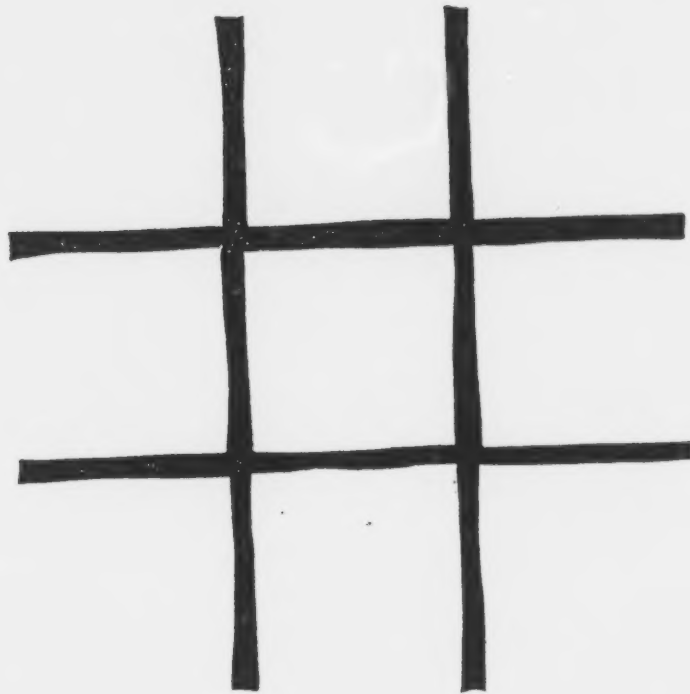
- If someone damages the property of another and means to do so.
- If someone goes onto the land or premises (such as a house, shed) of another for an unlawful reason.
- If someone goes into a vehicle, boat, or airplane of another for an unlawful reason.
- If someone goes upon the land or premises of another, after being told by the owner or the person in charge not to go there.
- If someone goes into a vehicle, boat, or airplane of another after being told by the owner of the person in charge not to go there.
- If someone doesn't leave land, premises, a vehicle, boat, or airplane, after being told to do so by the owner or person in charge.

Penalties for criminal trespass:

- The penalties for an adult (someone 18 years old or over) can be a fine (payment of money) or being put in jail for up to a year. If there is a lot of damage, the penalties could be more.

ARE THESE TRESPASSES?

1. Signs say that the public park is open from 9 a.m. to 6 p.m. Three boys ride their bikes into the park at 8 p.m. and go into the lake to swim. Is this criminal trespass? (Yes.)
2. Some boys in the street, a public area, throw toilet paper into the trees and bushes of a teacher. They never leave the street. It costs the teacher \$100 to have the paper cleaned up. Is this criminal trespass? (Yes.)
3. A boy goes back to his classroom about ten minutes after school has ended to get a book he had forgotten. The door to the classroom is open. Is this criminal trespass? (No, no unlawful reason.)
4. Your best friend has a farm. His father has a "NO TRESPASSING" sign on the gate as well as a "NO FISHING" sign. Your friend's father says you and your friend may fish. If you do, is this criminal trespass? (No.)
5. The sign says "No Trespassing," but you don't think anyone has ever lived in the old, falling down house. You and Jim want to explore. Will this be criminal trespass? (Yes.)
6. You are all playing in John's backyard. John's father asks you to leave because you're making so much noise. If you stay is this criminal trespass? (Yes.)
7. Your neighbor has a nice long driveway. It slants and is great to race bicycles down. Your neighbor has asked you not to do this because he's afraid you'll get hurt. The neighbor is away. You and your friends decide to race your bikes down it. Would this be criminal trespass? (Yes, because you have been told not to do so.)
8. You park your car in the shopping mall without permission. Would this be trespass? (No, a mall is open to the public.)
9. You are hunting and are following an animal. You come upon land that says "No hunting." If you continue to go after it, is this criminal trespass? (Yes.)
10. You camp in some woods. You do not know who owns them. No one is around. Is this trespass? (Yes, but it is not criminal trespass if there is no notice not to go onto the land and you have no intent to do wrong.)



Georgia Elementary Law-Related Education Curriculum Supplements
When You Play On Others Property, Are You Committing a Crime?

PLEASE DON'T HURT ME!

GRADE LEVEL: 2-3 **AUTHOR:** LoDoris Leavell

TIME REQUIRED: Two class periods

CONCEPTS/VOCABULARY:

Child abuse; reasonable punishment; right not to be abused; reporting abuse; alleviation; prevention

MAIN IDEAS:

- a. Child abuse involves using unreasonable punishment on a child and/or causing non-accidental impairment.
- b. Children have the right not to be abused by parents or by other people.
- c. Reporting suspected child abuse can lead to alleviation and/or prevention.

QCC CORRELATION:

Content

- 2-10. Explains the role of rules and laws in the community
- 3-13. Identifies the purpose and need for rules and laws in the community
- 3-16. Describes the roles and responsibilities of the citizen

Skills

- 2-1. Gathers information through reading, listening, and observing
- 3-8. Identifies the main idea from a passage read in class

INSTRUCTIONAL STRATEGIES:

Questioning about the nature of child abuse
Decision-making regarding punishments given by adults
Performing skits to help students sort out ideas and feelings regarding child abuse
Using hidden words puzzle to build vocabulary
Using true or false evaluation for checking understanding of concepts

OBJECTIVES:

The learner will
--define child abuse.
--distinguish between reasonable punishment and child abuse.
--explain appropriate actions to alleviate or prevent abuse.

TEACHER BACKGROUND:

Georgia has several laws related to child abuse. These are laws concerning family violence, abuse per se, and cruelty to children. Each provides a definition of "abuse."

Family Violence: This law (O.C.G.A. 19-13) defines family violence as "any felony" or as the "offenses of battery, assault, criminal damage to property, unlawful restraint, or criminal trespass" against family members. Family members include past or present spouses, parents, children, stepparents and stepchildren, foster parents, or foster children.

This law also says that "family violence" does not include "reasonable discipline administered by a parent to a child in the form of corporal punishment, restraint or detention."

This law provides for the issuance of protective orders to direct a party to refrain from acts of violence, exclude a family member from a residence, and provide for alternate housing for victims of violence.

Abuse

In the law on "Parent and Child Relationship Generally," child abuse is defined as:

- a. Physical injury or death inflicted upon a child by a parent or caretaker thereof by other than accidental means: provided however that physical forms of discipline may be used as long as there is no physical injury to the child;
- b. Neglect or exploitation of a child by a parent or caretaker thereof;
- c. Sexual assault of a child; or
- d. Sexual exploitation of a child. ("The last would be conduct allowing, permitting, encouraging or requiring a child to engage in prostitution or print or film/video "child pornography.")

This section also says that the following persons, if they have cause to believe that a child has been abused, must report such abuse: physicians, hospital or medical personnel, dentists, psychologists, podiatrists, registered or licensed nurses, professional counselors, social workers, family therapists, school teachers, administrators, counselors, child counseling personnel, child service personnel, and law enforcement personnel (O.C.G.A. 19-7-5).

Cruelty to Children

The Criminal Code of Georgia (O.C.G.A. 16-5-70), states the following:

- a. A parent, guardian, or other person supervising the welfare of, or having immediate charge or custody of, a child under the age of 18 commits the offense of cruelty to children when he willfully deprives the child of necessary sustenance to the extent that the child's health or well-being is jeopardized.
- b. Any person commits the offense of cruelty to children when he maliciously causes a child under the age of 18 cruel or excessive physical or mental pain.
- c. A person convicted of the offense of cruelty to children as provided in this code shall be punished by imprisonment for not less than one nor more than twenty years.

A note of concern and caution:

While figures vary some, research and experience suggest that there is a strong likelihood that at least one child in any classroom comes from an abusive home or may have experienced parents using abusive behaviors. You are cautioned to be alert to the feelings and needs of all the children in your classroom. It is also advised that you "nip in the bud" any comments that a child might make regarding his or her own abuse. A child seeking to share such experiences needs to be heard, but not by the entire class. Tell the child that you want to hear what he or she has to say, but that it must wait until after the lesson. Later, after hearing what the child says, if you believe he or she has been or is being abused, Georgia law gives you no alternative but to report this information to your

principal. A child who comes forth with such comments needs to be given immediate access to a counselor or other professionals licensed to deal with child abuse.

MATERIALS AND RESOURCES:

Handouts

1. Skit Situations
2. Vocabulary - Child Abuse
3. Quiz - Child Abuse

Attachment

1. Battered Paper Dolls

Chart paper; props for skits; three dolls (optional)

PROCEDURES:

Period One

1. Cut out the three paper dolls on Attachment 1 or prearrange two dolls (one male, one female) to appear battered (i.e., give them bandages, scrapes, scars, abrasions, bruises, cuts, etc.). Give each doll a name, e.g., "Sam" and "Molly." Prepare a third doll (a male or female) who is neatly dressed and appears to be well-cared-for, e.g., "Bobby."

Ask three students (boys and girls) to each hold and display one of these dolls. Ask questions designed to lead to the conclusion that Sam and Molly have been hurt by someone.

- a. What do you notice about Sam's and Molly's appearance?
- b. Why do you think they have bandages?
- c. How do you think they got hurt?
- d. Could their injuries have happened because they were hit by an adult?
- e. Could the adult be their own mother or father?
- f. Why do you think the person hurt them?
- g. Does a child deserve to be hurt by an adult if the child has done something really bad?
- h. Are there other ways of dealing with misbehaviors without hurting the child?

Lead children to discuss the difference between reasonable and abusive punishment to children by adults. They should consider the difference between the brief discomfort cause by an appropriately administered and legal parental spanking and the lasting nature of bruises, abrasions, or fractures.

Ask questions designed to lead to the conclusion that even Bobby could also be hurt although he shows no visible signs.

- a. Could Bobby also be hurt?
- b. Can a person have scars that can't be seen when you first see the person?
- c. Could he have internal injuries?
- d. Could he be heart-sick?
- e. Could he have mental pain?

Point out that abuse is not always outwardly visible. For example, children can be scarred by repeatedly being called stupid or clumsy.

2. Encourage students to suggest definitions for "child abuse" and write suggestions on the chalkboard. Use the information contained in the Teacher Background to help children develop a clear definition for child abuse. Write a final definition for permanent display on chart paper. Include as many of the components of students' definitions as possible.
3. Review the following two examples that show reasonable or abusive punishments for children's actions. Help the students identify the child's misbehavior. Then analyze the adult's reactions. Emphasize that reasonable punishment does not impair; whereas abusive punishment does.
 - a. Timmy's father is in a very bad mood. When Timmy comes in and tracks mud across the floor, the father says, "Timmy! Look what you've done. Now clean it up!" (reasonable) OR he trips Timmy and mashes his face into the mud, saying "You dirty little pig. I hate you!" (abusive).
 - b. Molly's foster mother had a bad day at work and is tired and hungry. When Molly and her little brother run and play in the house making loud noises, their mother sits the two children down on the sofa for fifteen minutes (reasonable) OR she screams at both children telling them to "Shut up the noise!" and puts them in a clothes closet demanding that they stay there until she takes a nap (abusive).
4. Analyze several of the following situations to ensure that your students can differentiate between reasonable and abusive punishments. For each situation, ask the students to decide individually whether the adult's action constitutes "reasonable punishment" or "child abuse." (If necessary, remind students of their earlier definition of child abuse.)

Discuss the students' individual decisions. Ask students for reasons to support their judgments. If they felt actions were abusive, ask what they think would have been a more reasonable adult reaction to the situation. (Lead students to the conclusion that there are no situations where abuse is acceptable even though the actions of the child may be unacceptable.)

SITUATION 1.

Johnny arrives home from the playground after dark. He has been told always to get home before dark. As punishment, his mother locks him in the basement where there are rats, no heat, and no light.

SITUATION 2.

It is Sally's responsibility to clean her room and the hall bathroom daily. For three days in a row, she has had to be reminded to do these cleaning chores. As punishment, her parents deprive her of watching television for 2 weeks.

SITUATION 3.

Jill's grades have dropped from all A's and B's to mostly C's since the soccer season began. As punishment, her parents ground her for two weeks.

SITUATION 4.

Paul is talking in his room with his friends, Sam and Dave, while his mother is ironing in the next room. Paul's mother hears him use a curse word. When his friends leave, Paul's mother yells at him and burns him on the back with the hot iron.

SITUATION 5.

Mary is always nervous and accidentally bumps into many things. The more careful she tries to be, the more mistakes she makes. She can't concentrate on her school work, so her grades are not good. Her sister always makes excellent grades. Mary's mother yells at her when she makes a mistake and calls her dumb and stupid. When she sees Mary's grades, she says Mary will never amount to anything and that she wishes Mary were not her daughter. She slaps Mary hard in the face. Mary is so upset she can't eat or sleep.

SITUATION 6.

George is not allowed to use his father's camera without permission. While playing in the backyard, George observes a rainbow made by the water sprinkler as the grass is being watered. He takes his father's camera outside to take a picture of the rainbow. He slips on the grass and the camera is ruined by the sprinkler. As punishment, his father spansks him on the bottom with his hands, giving him five licks.

SITUATION 7.

Marcy's mother asks her to watch her baby brother while she goes to the laundry room. Marcy complains that she is tired of watching "the little brat." As punishment, her mother burns Marcy's arm with a cigarette.

SITUATION 8.

Eight-year-old Patty's step-father forces her to sleep in his bed while her mother works the night shift at her job. Patty does not like the way he touches her, but he continues to do so every time they are alone. He threatens to hurt her if she tells anyone.

SITUATION 9.

The principal suspends Carol for five days for fighting at school and for disobeying her teacher.

SITUATION 10.

Nick is pushed down the stairs by his father, because he has wet the bed for the second time in a week. He has abrasions (cuts and scrapes) on his back and a knot on his head.

SITUATION 11.

Joyce is deprived of food for a full day because she stopped by the convenience store on the way home from school and was late for dinner.

SITUATION 12.

Bill is sent to bed for one night without supper because he hid his sister's Nintendo game.

Period Two

1. Divide the class into four groups and distribute a copy of Skit Situations (Handout 1) to each group. Assign one of the two skits to each group. (Each skit will be performed twice.) Have each group prepare a skit to present to the class depicting the appropriate action to be taken in its assigned situation. After the presentations, ask if it was hard for the students to approach an adult with the problems of abuse. Did the role players do it realistically? What other approaches might they have used?
2. Help children identify people and agencies in the local community to call for help. Examples include 911 (police department), county Department of Family and Children's Services, the juvenile court, a minister, a trusted friend, a teacher, school counselor, etc.
3. Provide students with Handout 2, "Child Abuse Vocabulary." Have students discover the hidden words in the block individually or in cooperative groups.

EVALUATION:

- Distribute copies of Child Abuse: True or False (Handout 3), involving concepts presented in this lesson. Have students individually answer the questions. (The correct answers are: (1) F, (2) F, (3) T, (4) T, (5) T, (6) T, (7) T, (8) F, (9) T, (10) T.)

ENRICHMENT:

- Invite a speaker from a community agency, such as the Department of Family and Children's Services, to explain who should be contacted in instances of abuse and what actions are usually taken in their community. In the interim, if students want immediate answers, use the Teacher Background information.
- Role play situations in which a child is "abusively" hurt by an adult. Help students feel comfortable in reporting any abuse incident, using guidelines gained from the speaker.

Skit Situations

1. Tracy's friend, Sammie, has been absent from school for a week. When Sammie comes back to school, she has a large bruise on her arm and another on her leg. When Tracy questions her about her injuries, Sammie appears nervous. She claims she fell from a bicycle.

Sammie's next door neighbor, Chris, overhears the conversation. Chris says, "Why don't you tell the truth about the fight you had with your mother." Later Sammie meets Chris on the way home. She begs Chris not to tell anyone else about the big fight and her mother's beating her.

Chris gets home and thinks about the situation. She calls Tracy on the phone. They talk about what really happened and what they might do to help Sammie.

Characters: Tracy, Sammie, Chris, Tracy's Mother.

2. Molly is quieter than usual and seems to be in some kind of trouble. While playing a game of hopscotch, her friends, Sally, Betty, and Toni notice a scar on Molly's thigh shaped like an iron. Molly tells them, in secret, that her father burned her because she forgot to take the trash out. The principal, who is easy to talk with, walks up to their game. She smiles, and asks, "Is everything all right?"

Characters: Molly, Sally, Betty, Toni, and Ms. Goodwin (the Principal).

CHILD ABUSE VOCABULARY

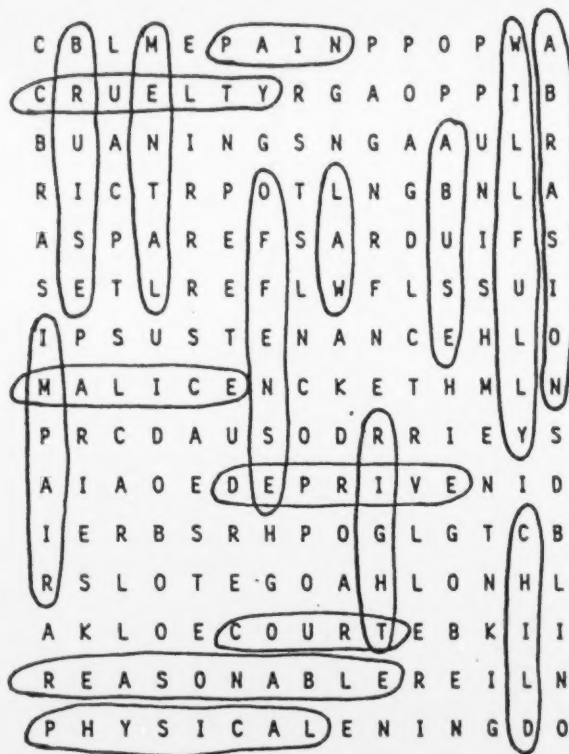
C B L M E P A I N P P O P W A
 C R U E L T Y R G A O P P I B
 B U A N I N G S N G A A U L R
 R I C T R P O T L N G B N L A
 A S P A R E F S A R D U I F S
 S E T L R E F L W F L S S U I
 I P S U S T E N A N C E H L O
 M A L I C E N C K E T H M L N
 P R C D A U S O D R R I E Y S
 A I A O E D E P R I V E N I D
 I E R B S R H P O G L G T C B
 R S L O T E G O A H L O N H L
 A K L O E C O U R T E B K I I
 R E A S O N A B L E R E I L N
 P H Y S I C A L E N I N G D O

Directions: Find the vocabulary words in the puzzle above. The words may be found going down and across.

ABRASION	DEPRIVE	PAIN
ABUSE	IMPAIR	PHYSICAL
BRUISE	LAW	PUNISHMENT
CHILD	MALICE	REASONABLE
COURT	MENTAL	RIGHT
CRUELTY	OFFENSIVE	WILLFULLY

Handout 2 ANSWER KEY

CHILD ABUSE VOCABULARY



Directions: Find the vocabulary words in the puzzle above. The words may be found going down and across.

ABRASION

DEPRIVE

PAIN

ABUSE

IMPAIR

PHYSICAL

BRUISE

LAW

PUNISHMENT

CHILD

MALICE

REASONABLE

COURT

MENTAL

RIGHT

CRUELTY

OFFENSIVE

WILLFULLY

QUIZ - CHILD ABUSE

Write "TRUE" or "FALSE" in front of each statement.

1. _____ When a parent hits a child, it is always called child abuse.
2. _____ A person can only be abused through physical pain.
3. _____ Suspected child abuse should be reported to a teacher or another trusted adult.
4. _____ There is never an acceptable reason for child abuse.
5. _____ It is against the law for a teacher not to report suspected child abuse.
6. _____ Children have the right not to be abused physically or mentally.
7. _____ Grounding a person is a reasonable punishment.
8. _____ Spanking with hand on the buttocks for 3 licks is abuse.
9. _____ Child abuse can be reported to the police.
10. _____ Yelling at a child constantly and causing him to have serious mental pain resulting in impairment can be considered child abuse.

Name: _____ Date: _____



WHO'S CALLING PLEASE?

GRADE LEVEL: 2-3 **AUTHOR:** LoDoris Leavell

TIME REQUIRED: One class period

CONCEPTS/ VOCABULARY:

Misdemeanor, harassing, annoying, threatening

MAIN IDEAS:

- a. It is against the law to make annoying, harassing, or threatening phone calls.
- b. The phone company and police department can track down and stop illegal phone calls.
- c. The best way to discourage an annoying phone caller is to hang up.

QCC CORRELATION:

Content

- 2-10. Explains the role of laws and rules in the community
- 2-11. Discusses the role of transportation and community helpers (e.g., telephone operator and police officer)

Skills

- 3-10. Distinguishes between fact/opinion and non-fiction/fiction
- 3-16. Describes the roles and responsibilities of the citizen

INSTRUCTIONAL STRATEGIES:

Discussing law related to harassing phone calls
Role playing good telephone answering techniques
Role playing and discussing annoying telephone behaviors
Identifying the community helpers for this problem
True and false quiz on lesson information

OBJECTIVES:

The learner will:

- identify annoying calls and know what to do about them.
- describe kinds of calls that are against the law and the potential consequences for making such calls.
- demonstrate good telephone behavior for problem calls.

TEACHER BACKGROUND:

Each year thousands of people in Georgia receive obscene, harassing, and threatening phone calls. Such calls can be annoying and frightening, but there are several things one can do to put an end to these illegal calls.

Surprisingly, according to Southern Bell Company, nuisance calls don't come just from strangers. They also come from acquaintances, neighbors, or business associates.

A relatively small group of people--unsupervised youngsters, misguided or frustrated people, and those who are mentally unstable--make many of the nuisance calls.

Abusive, harassing, or obscene calls are meant to infuriate or terrify the person being called.

What Can You Do?

1. Whether the caller says something or remains silent for a while, don't give the person a chance to get started. Hang up!
2. If a caller says something to upset you, hang up. The person would like nothing better than for you to demand to know who he or she is or to ask repeatedly what he or she wants.
3. When the problem persists, you can inform either the telephone office and/or the police department. The telephone company may install a monitoring device on your telephone line. Also, you may get a log sheet on which to record information about the calls. This log should be kept with details as to the language the caller used and the day and time of each call. If the telephone company is able to determine the source of your annoying telephone calls, they will contact you and you may pursue this with the police department. If you elect to prosecute the offender, the log can be presented as evidence to the court at the time of the hearing.

Georgia Law:

The state of Georgia has a law (O.C.G.A. 16-11-39) to protect its citizens from annoying telephone calls. Each of the following acts is a misdemeanor (an adult crime punishable by up to a year in jail and/or a fine).

- 1) telephoning another repeatedly, whether or not conversation ensues, for the purpose of annoying, harassing, or molesting another or his family;
- 2) threatening bodily harm over the telephone;
- 3) telephoning and intentionally failing to hang up or disengage the connection;
- 4) knowingly permitting a telephone under his/her control to be used for any of the three reasons just cited.

This law also makes it a misdemeanor to, without provocation, use obscene, vulgar or profane language by telephone to a person under the age of 14 years. The language must threaten an immediate breach of the peace.

It is also against the law (O.C.G.A. 16-10-26) to make a false report of a crime (to police), fire (to the fire department), and of need for medical service (to emergency medical services). These are all misdemeanors. It is a felony, however, to make a phone call falsely reporting the presence of a bomb or explosives in a place where an explosion would endanger lives.

The penalties for crimes whether misdemeanors or felonies apply to adults, i.e., persons 18 years or older under Georgia law. Generally, the law expects that children of the ages in this classroom would be disciplined by their parents or guardians for committing acts such as these. Older children, or those for whom a formal complaint has been made, would come under the jurisdiction of the juvenile court. A juvenile violating these laws would probably be put on probation (under the supervision of the court) for a period of time. Conditions would be set by the judge as part of the probation. Repeated offenses could lead to more severe penalties.

MATERIALS AND RESOURCES:

Handouts

1. Telephone Role Plays
2. True or False

Real or model telephones

PROCEDURES:

1. Ask the students if they have ever played with the telephone, for example, picking it up, calling someone, and then hanging up on the party. Then, ask them if they or anyone in their house has ever received an annoying phone call from an unidentified person.

Introduce the word harassment and probe to see if they know what the word means. Explain that harassment means to bother or annoy repeatedly. Inform them this lesson is about annoying telephone calls and what to do about them.

2. Explain to students that there are laws to prohibit people from harassing or annoying others over the phone. Discuss the excerpts from Georgia law in the Teacher Background. Clarify different kinds of harassing phone calls:

- annoyance calls in which caller doesn't say anything
- prank calls in which caller thinks he/she is playing a joke
- harassing calls in which caller says bad or upsetting things
- threatening calls
- bad language calls in which caller uses obscene or profane language

Be sure students understand that all of these are against the law. They should also understand that letting someone use your phone to make such a call is illegal.

3. Ask: What can happen to you if you are caught breaking this law? Explain that if you are an adult, you could be fined and/or put in jail for up to a year for such behavior. If you are under 18 years old, you could be put under court supervision and have to meet certain conditions. Repeated offenses might result in further penalties. Use information in the Teacher Background to explain what would happen to a child. Stress that the courts would expect children their ages to receive penalties from their parents for such misbehavior. Older children (or children complained about to the court) might be put on probation under court supervision.
4. Ask students: What do you usually say when you answer the phone? Solicit and write answers on the board. Discuss what is said, reasons, importance of politeness, speaking clearly, etc.

Then ask, what would you say if there was no adult in the house and the caller asked for a parent. Suggest an answer such as: "I'm sorry, but he or she cannot come to the phone right now. Will you call back or can I take a message?" Emphasize the importance of not letting the caller--particularly one that is unfamiliar--know that you are alone.

Use telephones to provide some role playing practice in which you call different children in the class, and they respond to questions while pretending to be alone or with a parent.

5. Ask what students would do if they received a harassing phone call.

Explain the "What Can You Do" information in the Teacher Background to students. Emphasize the key points by writing them on the board:

1. Hang up
2. If annoying calls persist, call the telephone company and/or police.

Note that you would want to call police if you thought the threatening caller could or would carry out any threat.

Ask students who the community helpers are in this situation. (Telephone operators and police officers.) Help them understand that these people are enforcing the law and protecting those who are annoyed or harmed.

6. Divide the class into four groups. Explain that the students are going to be doing some role playing with telephones. They will have a chance to rehearse the role plays before presenting them to the class. Remind them not to use profanity or to say anything that is inappropriate in the classroom.

Distribute Handout 1, Telephone Role Plays. Read the role play scenarios to the class to be sure students understand them. Assign one of the role plays to each group. The groups should select members to play the roles. Others in the groups should act as "drama coaches." They should coach the actors as they rehearse the role play.

After groups have rehearsed the role plays, have them present the role plays to the class one at a time. Discuss each role play.

Role Play 1. (Hang-up calls)

Discuss:

1. How did the annoyance calls bother Joan? (Interrupted work, tied up line when she was expecting a call.)
2. How would you feel if this happened to you?
3. Did Joan handle the calls properly? What else might she have done?
4. Did Randy break the law? (Yes.) What could happen to him?

Role Play 2. (Prank call)

Discuss:

1. How did this call bother Susan? (Interrupted her hair washing, dripped water on floor going to phone, etc.)
2. How would you feel if this happened to you?
3. Did Susan handle the call properly? What should she have done?
4. What might Carol and Judy have done to amuse themselves instead of making phone calls?
5. Did Judy and Carol break the law? (Yes.) What could happen to them?

Role Play 3. (Harassment call)

Discuss:

1. How did Jeff feel about this call? (Angry because it interrupted his game, upset by what was said.)
2. How would you feel if this happened to you? How long might you be upset?
3. How did Jeff handle this call? How else might he have handled it?

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4. What might Pat have done to get rid of his bad feelings in a more constructive way?
5. Did Pat break the law? (Yes) What could happen to him?

Role Play 4. (Threatening phone call)

Discuss:

1. How did Chris feel about this phone call? (angry, scared, upset)
2. How did he handle this call? What else might he have done? (called phone company, or the police)
3. What do you think about Mike for making this call? What are good ways of dealing with anger toward others? (Avoiding them until you cool off, talking things out, etc.)
4. Did Mike break the law? (Yes) What could happen to him?

Role plays could be repeated with other players if it seems desirable.

EVALUATION:

- Have the students complete Handout 2, True or False lesson evaluation. (Read the questions aloud, if necessary.) Answers to Handout 2: (1) False, (2) False, (3) True, (4) False, (5) True, (6) False, (7) False, (8) True, (9) False, (10) True

ENRICHMENT:

- Invite a telephone company representative and/or a police officer to the class to explain how they handle calls that are harassing, threatening, or obscene.

TELEPHONE ROLE PLAYS

Role Play 1: Two players--Joan and Randy

Joan is busy doing her homework. Randy keeps calling her. When Joan picks up the phone. Randy hangs up.

(Joan should show her feelings. She gets more and more angry. This is because she is expecting an important call. Also, she loses her place each time she answers the phone. She isn't getting the homework finished.)

Role Play 2: Three players--Judy, Carol, and Susan

Scene 1.

Judy is spending the night with Carol. They have played a game and are getting bored. "Let's make some fun phone calls," says Judy. "I'll tell you what to say." Carol agrees.

Scene 2.

Susan is washing her hair. No one else is around. The phone rings and rings. She finally gets to it. It is Carol and Judy.

Judy: Hello, Do you have tuna in a can?"
 Susan: What, hey what is this?
 Judy: I said 'Do you have tuna in a can?'
 Susan: Yes, I suppose so, but who. . .
 Judy: Then you should let him out." Judy and Carol laugh hilariously and hang up phone.

(Susan should explain how she feels about call.)

Role Play 3: Two players--Jeff and Pat

Jeff is watching an exciting game on television. The phone rings. It is Pat. Pat is in a bad mood. He says ugly and mean things to Jeff such as "Boy are you stupid. I'll bet you're so stupid you can't even find your own refrigerator." or "I can tell by the sound of your voice that you are plain ugly. I'll bet you're so ugly that you've got all the mirrors covered in your house."

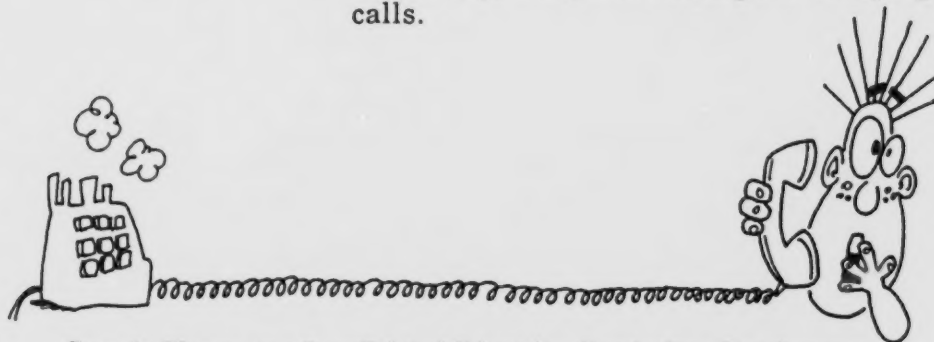
(Jeff should let audience, if not Pat, know how he feels about this call.)

Role Play 4: Two players--Chris and Mike

Mike is angry with Chris. He calls Chris and threatens him. Mike says things like: "I'm going to come over there and beat you up." "You better watch over your shoulder. I could be hiding anywhere and jump out and get you. I've got a knife." (Mike may try to disguise his voice.)

TRUE OR FALSE?

- | | | |
|------|-------|--|
| TRUE | FALSE | 1. It is quite all right to phone a neighbor and play a joke on him/her. |
| TRUE | FALSE | 2. A person can threaten another on the telephone without getting into trouble with the law. |
| TRUE | FALSE | 3. The telephone should only be used for friendly (social), business, and emergency purposes. |
| TRUE | FALSE | 4. A person should try to get the name of the person who makes an annoying telephone call. |
| TRUE | FALSE | 5. A person should immediately hang up the telephone when someone else is misusing it. |
| TRUE | FALSE | 6. It's okay to make a prank phone call if you hang up without saying anything. |
| TRUE | FALSE | 7. There is nothing that the telephone company or police can do about annoying telephone calls. |
| TRUE | FALSE | 8. The telephone company can put a device on your telephone to help identify the harassing person. |
| TRUE | FALSE | 9. It's okay to let someone use your phone to make an annoying phone call as long as you don't say anything yourself on the phone. |
| TRUE | FALSE | 10. The police officer will want a written report on the day, time, and message of annoying calls. |



PAY FOR WHAT YOU GET

GRADE LEVEL: 2-3 **AUTHOR:** Evelyn Wages

TIME REQUIRED: Two class periods

CONCEPTS/VOCABULARY:

Ownership; merchandise; shoplifting; stealing; security guard; fine; restitution

MAIN IDEAS:

- a. Items in a store belong to the store owner.
- b. Taking items without paying is against the law, and is therefore punishable.
- c. Everyone--stores, shoppers, and shoplifters--can suffer consequences of shoplifting.

QCC CORRELATION:

Content

- 2-10. Explains the role of rules and laws in the community
- 3-13. Identifies the purpose and need for rules and laws in the community

Skills

- 2-1. Gathers information through reading, listening, and observing
- 2-16. Follows established rules for social interaction

INSTRUCTIONAL STRATEGIES:

Role playing of legal purchasing and shoplifting
Discussing legal and other consequences of shoplifting
Illustrating consequences of shoplifting

OBJECTIVES:

The learner will:

- explain or act out a shoplifting/stealing offense.
- state two reasons why shoplifting is wrong.
- tell or illustrate the consequences of shoplifting.
- demonstrate the appropriate way to purchase goods.

TEACHER BACKGROUND:

Shoplifting is attempting to take merchandise without paying the owner for all or part of it. This includes concealing or taking goods from a retail establishment, altering a price tag in a retail establishment, transferring retail merchandise from one container to another, swapping labels or price tags between two retail items, or causing the amount paid to be less than the merchant's stated price for a given item. (O.C.G.A. 16-8-14)

Penalties for Adults (18 years or older)

Shoplifting is a misdemeanor if the property taken is valued at \$100.00 or less. (The value is considered to be the price asked by the merchant.)

A misdemeanor is a crime for which the penalty is not more than a year of imprisonment and/or a fine. Subsequent acts of shoplifting bring more drastic punishments. The consequences for repeat offenses are:

2nd shoplifting offense--in addition to or instead of any imprisonment, a fine of not less than \$250.00

3rd shoplifting offense--in addition to or instead of any fine, imprisonment for not less than 30 days

4th shoplifting offense (a felony charge)--imprisonment for not less than one or more than 10 years, and first year must be served.
(O.C.G.A. 16-8-14)

If a person is convicted of shoplifting goods valued at more than \$100.00, he/she has committed a felony punishable by imprisonment of not less than one or more than ten years.

Penalties for children

If a youth 17 years or younger shoplifts, the act will be treated as a delinquent offense if the case is brought to court. Penalties will be set by the juvenile court. These could, for a first offense, include probation, restrictions on what child can do, restitution, and/or community service.

The penalties would be more severe for repeated offenses, with the possibility of referral to the Department of Youth Services.

The law generally expects that young children will be disciplined by their parents or guardians for actions such as shoplifting. Parents would be expected to explain that shoplifting was wrong, require the child to return the goods, and/or provide other consequences to deter further offenses.

MATERIALS AND RESOURCES:

For the store:

- classroom furniture, arranged to set up a store.
- objects to "sell" (These might be actual items from home or the classroom OR child-made drawings of items found in a department or discount store.)
- "tags" with marked prices, containers, a garment for Period One, Procedure 4.
- play money, if desired.

Art supplies; chart paper or chalkboard

PROCEDURES:

Period One

(Prior to the lesson for today, the store items need to be made or brought in.)

1. Explain the store set-up to the children. Assign roles (underlined below) to individuals and explain what each person's function is in the store. The clerks, security guard, and store manager should take their places in the store area. The police officer should take a place in a nearby area to serve as a community helper. Other children may be shoppers. Designate some to be shopping alone, within a family, or with a friend. Each

shopper (or group of shoppers) should browse and decide what to purchase. Since the store will probably not accommodate a whole class of children, let one or two shoppers shop while other children watch. Talk to those in the audience about the steps the shoppers appear to be taking to select goods, go to the cash register to pay, and prepare to take the goods out of the store. Clarify any job roles which seem unclear. Ask the audience to describe the role of the clerks, managers, and security guard.

2. After several legitimate purchases have been made, set up a shoplifting incident. Either let a child play the role of the shoplifter or play the role yourself. (Some children may be embarrassed to be shoplifters, even in a role play.)

The shoplifter should walk into the store and look at different items. Then he or she should pick the item up and walk out of the store without paying for it.

Stop the role play temporarily to let the children talk about what has happened. Ask: What step was left out in making the purchase? What will the clerks and manager do? What will the shoppers do? What will the security guard do? What will the police officer do? Why? Let the role play resume in order for each participant to play out his/her part.

3. Discuss the feelings of everyone involved in the role play. Try to get the children to verbalize these ideas:

The store owner is angry because something of his/hers was taken.

The store employees are angry because someone cheated their store.

The police officer is disappointed because someone disobeyed the law.

Other shoppers are shocked, angry, and frightened by witnessing the incident.

The shoplifter is unhappy because he/she is in trouble and knows he/she has broken the law.

4. Role play two (or more if time permits) of the following shoplifting incidents.

Incident A. A price tag marking-down incident. The role player marks a price lower than it is--or puts a tag from less expensive item on the goods. He/she then takes it to the cashier. Help the children to see that paying a price which is less than what the item is supposed to cost is shoplifting because the item is not completely paid for.

Incident B. Role player puts an item into a different container (for example, putting an expensive pair of shoes into a box priced for a less expensive pair). He/she takes box to cashier.

Incident C. Role player wears items of clothing out of the store without purchasing the items.

Incident D. One role player takes an item and another gives it to role player to conceal and remove from store. (Children should realize both are guilty.)

Incident E. Role player takes candies out of a jar and eats them in the store.

In each instance, the clerk or security guard should apprehend the shoplifters. In first two incidents, the security guard would be summoned by the clerk.

Discuss the role players' feelings. Clarify with students that all of the acts shown were shoplifting and against the law.

5. Review the steps in making a legal purchase in a store. Let one or two students demonstrate a legal purchase and verbalize the steps being taken.

Period Two

1. Ask the children if anything has ever been taken from them by a person who did not have permission to get the item. Has anyone's snack ever been stolen? Has anyone's house or yard been robbed? How do you feel when someone takes your things? Do we need laws to protect us from having our things stolen?

Ask each child to pretend to be a store owner. Walk into the classroom store and hold up an item. Ask the children whether the item belongs to the clerk, the security guard, or the store owner. Help them to see that the store owner has purchased all of the items for sale in his/her store. Ask the children how the store owners feel and what they think about the item being taken out of their store without being paid for.

Discuss what will happen if many things are shoplifted from the store. Will the owner be able to make enough money to pay the clerk? Will he/she be able to buy more things to have for sale in the store? What might the owner have to do about pricing because of shoplifters? Who would pay increased costs? Does the owner need the law to protect his/her business from shoplifters? (Yes.)

2. Let the children dictate ideas (to be written on a chart by the teacher) about WHY we need laws to protect us from shoplifting. Try to help them think of some if they have trouble. Some reasons might include:

- The store owner buys merchandise to sell. He/she loses income if things are stolen.
- Nobody likes to have things which belong to them taken without permission.
- It is not fair for some people to pay for the goods they want and some to take goods without paying.
- The store employees depend upon the store's profit for their salaries.
- If too many things are stolen, the employees may not get paid, their salaries might be reduced, or they might lose their jobs.
- Shoppers will have to pay higher prices to buy goods if the owner has lost money on stolen items. He/she must make a profit somehow.
- Because of shoplifting, a store may have to hire security guards. That will make the prices go up.
- A store might have to go out of business if a profit cannot be made because of shoplifting.

Summarize by pointing out that the general purpose of law is to protect people. Who is protected by the law on shoplifting? (Stores and customers like themselves.)

3. Discuss the consequences for shoplifting:
 - a. Discuss the consequences of shoplifting as defined by the law (see Teacher Background). List possible consequences for adults and older children on a chart or chalkboard. (Adults: confinement and/or fine; Older children:

restriction). (Explain that restitution means paying back). Discuss consequences for younger children.

- b. Talk about other consequences, e.g., losing trust of others, being disliked, and/or feeling guilty. Discuss what it means to be caught shoplifting, and how a person's life can be changed by that. For example, a person could be asked not to shop in a certain store again. Everyone who knows about the incident will not trust the person. The person may be accused of other dishonest acts, whether or not they are guilty. An adult with a criminal record may find it hard to get a job or be unable to get a job he/she wants.
 - c. Discuss the consequences to non-shoplifters (higher prices, stores closing, unpleasant security measures).
4. Let each child illustrate a possible consequence of shoplifting to shoplifters, shoppers, and/or stores. Group the illustrations as to WHAT HAPPENS TO SHOPLIFTERS, WHAT SHOPLIFTING DOES TO SHOPPERS, and WHAT SHOPLIFTING DOES TO STORES.

EVALUATION:

- Ask each child to write two reasons why it is against the law to shoplift. Then ask them to write two possible consequences of shoplifting.
- During a learning center time, ask each child to act out the steps of a legal purchase. Also ask each child to demonstrate a shoplifting offense during the center time. Keep a checklist in the center for recording the date each child demonstrated mastery of the objective.
- The illustrations from period two, procedure 4, can also serve to evaluate students' understanding of consequences of shoplifting. If the illustrations are too difficult to assess objectively, ask individual students to tell what consequences a shoplifter or store might suffer.

ENRICHMENT:

- Have a guest speaker talk to the children. A police officer, a representative from the juvenile court, a store owner or manager, or a security guard, would be able to give actual examples of shoplifting and the consequences which were actually suffered by the shoplifter.
- Let the children make posters campaigning for "No shoplifting." The poster messages should remind others of reasons the law prohibits shoplifting. Examples: "Your favorite store may go out of business if you shoplift!" OR "Pay for items you want so that this store can stay in business." Display the posters in the classroom store so that all shoppers coming in can see them. (Community stores might also be interested in displaying them.)
- Discuss all or some of the penalties cited--incarceration, fine, restitution, probation, and community service--and let the children discuss what a person might learn from them.

FALSE ALARMS

GRADE LEVEL: 2-3 **AUTHOR:** Evelyn Wages

TIME REQUIRED: Two class periods

CONCEPTS/VOCABULARY:

Emergency service; protection; false alarms; misdemeanor

MAIN IDEAS:

- a. There is a proper way to report emergencies.
- b. Using the telephone to give false alarms to emergency services is against the law.
- c. When community help services are dealing with false alarms, they are hindered from helping people with real needs.
- d. Responsible citizens use their telephones responsibly.
- e. Laws against making false reports are for the protection of citizens requiring assistance.

QCC CORRELATION:

Content

- 2-10. Explains the role of rules and laws in the community
- 2-16. Identifies citizenship responsibilities in the community
- 3-13. Identifies the purpose and need for rules and laws in the community
- 3-16. Describes the roles and responsibilities of the citizen
- 3-17. Demonstrates the qualities of personal citizenship

Skills

- 2-1. Gathers information through reading, listening, and observing
- 2-5. Acquires information through constructing and interpreting charts and graphs
- 2-16. Follows established rules for social interaction
- 3-18. Chooses a reasonable solution to a problem

INSTRUCTIONAL STRATEGIES:

Brainstorming what to do in an emergency
Discussing and recording laws on false alarms
Role playing emergency service phone calls
Making posters to discourage false alarms

OBJECTIVES:

The learner will:

- define "false alarm" and explain at least one law related to making a false alarm report.
- give two reasons why false alarm laws are needed.
- demonstrate appropriate telephone reporting of an emergency and state the criteria for determining appropriateness.

TEACHER BACKGROUND:

According to Georgia law, it is a misdemeanor to "willfully and knowingly" make a false report of a crime to a law enforcement officer or agency of the state. It is also a misdemeanor to report a non-existent fire to a public or private fire department or to any other group which prevents or controls fires. Requesting an ambulance without reason is a misdemeanor as well.

If a person falsely reports that a bomb or explosives are concealed in a place where an explosion would endanger lives, he/she may be convicted of transmitting a false public alarm. This act is a felony and conviction is punished by not less than one nor more than five years. (O.C.G.A. 16-10-26,27,28,29)

Penalties for a misdemeanor can be incarceration for up to one year and/or a fine.

A juvenile (under 18) found breaking these laws would probably be put on probation under the supervision of the court for a set period of time. Conditions would be set as a part of the probation. The court expects younger children will learn about laws from their parents and be disciplined by them for illegal behavior such as false alarms.

MATERIALS AND RESOURCES:

Handout

1. False Alarm Laws Chart

Attachments

1. Emergency Report Card Pattern
2. Emergency Situation Role Play Cards

Disconnected or play telephones; chart paper and markers; art supplies for making posters; construction paper for making emergency report cards

PROCEDURES:

Period One

1. Ask students the following questions, briefly discussing each and writing abbreviated responses on board.
 - a. What would you do if you saw thick black smoke coming out of your neighbor's house? What would you do if you saw smoke coming from a room in your house?
 - b. What would you do if you saw a stranger breaking the window of the house next door and going into it? What would you do if you saw someone snatch a purse and run off?
 - c. What would you do if someone who was taking care of you fell and broke a leg or became unconscious and you were the only one home?
 - d. What would you do if you were the principal and someone told you a bomb had been put in the school?

Write a shortened version of the students' responses on the board, and then call attention to those responses that recommend notifying an emergency service like the

police, fire department, or an ambulance. Stress that in these situations, the proper emergency service should be notified. Explain that in this lesson the students will learn about Georgia's false alarm laws and will practice how to phone emergency services.

2. Point out that sometimes people report a fire or crime even when they know there isn't one. They usually do this because they think it is funny or because they want to make trouble.

Explain that it is never funny to make a false report of an emergency and that a person can get into trouble by turning in a "false alarm." A false alarm is when a person willingly and knowingly calls for an emergency service when he or she knows it is not needed.

Copy the chart (Handout 1) onto board or use handout as a transparency. Distribute copies of handout to students.

Using the Teacher Background, give the law related to making a false alarm to the service agencies represented on the chart. As you explain the law, write a sentence about it under "Laws" on your chart. (Ex. It is against the law to ask for an ambulance if you don't need one.) Then state the consequences for an adult if convicted of this offense. Write that in proper column. Penalties could be written as "Up to 1 year" for misdemeanor, and "1-5 years" for false bomb reports. In turn, present the other laws and penalties mentioned in the Teacher Background section. (Students may copy your sentence or write their own in their charts.)

3. Ask why these offenses are punishable under the law. Record answers (e.g., wastes time and money, delays or prevents help from being given to a person in real need). Consider why the penalty is more severe for false bomb reports (need to evacuate sites, fear of injury to people, and problem of searching for bomb). Record reasons for laws on board.
4. Remind students that the penalties given were for adults. Discuss what the penalties might be for children (see Teacher Background). Stress that the court expects that young children will be disciplined by parents for such wrong-doing and that they will learn such actions are wrong and illegal.
5. Demonstrate how to use the telephone to get help in an emergency.

Emphasize that the first step in the process is seeing a real need. The next step is to immediately alert a responsible older person if one is available so he or she can help make the decision of whether there is a need to call for help. Stress that in many house-fire situations the safest course of action is to get out of the house first, before making a call to 911. Assure students that if they think there is a need, they should phone. Only those who call for services as a joke or to make trouble need to worry about getting into trouble.

Provide students with small construction paper cards, made from the pattern on Attachment 1. Help the students fill in the right numbers to call and the rest of the information that needs to be provided.

Demonstrate several emergency phone calls for the students.

6. Divide the class into teams of two or three to role-play some real and false emergency situations and how to use the phone. Cut up the Emergency Role-Play Cards (Attachment 2) and give one to each team. Explain that some calls are for real needs, some are false alarms. Help the students understand that they must not act alone if a responsible older person is present to help make the decision to call for help. Also stress the importance of getting away from a fire fast, before calling 911. Have each team select a member to role-play the phone call. Then use the questions that follow for discussion.
 - a) Was this a responsible and legal call? (Is it for a REAL need or a false alarm?)
 - b) Did the caller give the correct information (name, type of emergency, address, phone number)?
7. Repeat the role-plays, but involve more students in roles. Most will be callers, and they can use the previous situations or make up their own. For addresses, students should use their desk locations in the room.

Select two or more students to be police officers, fire fighters, ambulance drivers, and members of bomb squads. Situate them in a central location. They will only be able to receive calls at that location.

As each call is made, have the appropriate community helpers go out on that call. Arrange for there to be more calls than helpers, so some callers will not get help right away. Discuss the situation. Use questions like the following:

- a) What happens if a person has a real need, and the helper they need is occupied with a false alarm?
 - b) How would it feel if your house was burning and you found out that the fire truck was delayed because someone falsely reported a fire?
 - c) What if there is an automobile accident and the police officers and/or ambulance drivers are busy checking on a false report?
 - d) Should you report an emergency if you think there is any real need? (Yes. This is true even if you turn out to be wrong.)
8. Let the children decide whether they think there should be laws regarding false reports. Review reasons (procedure 3) these false alarms are punishable by government, amending as suggested by students.

Period Two

1. Review the information of the day before. Discuss how and when to make an emergency call. Have two or three students re-illustrate the correct emergency report procedure. Discuss what a false alarm is and the laws and penalties for giving a false alarm.
2. Let children work in pairs or small groups to make posters to illustrate the damage of false alarms. Some groups should make posters showing the results of a false alarm for fire fighters, while other groups do the same for police, emergency medical technicians, and bomb squads. (Posters might show a house burning while the fire truck is chasing a false alarm, or a crime being committed while the police are occupied with a false alarm.) The posters should contain slogans such as: "Don't make false alarms," "It's never funny to make an unnecessary call for help," or

"Help our community stay safe--report emergencies when you see them!" Have each group share its poster. Put them on display for other classes to see.

EVALUATION:

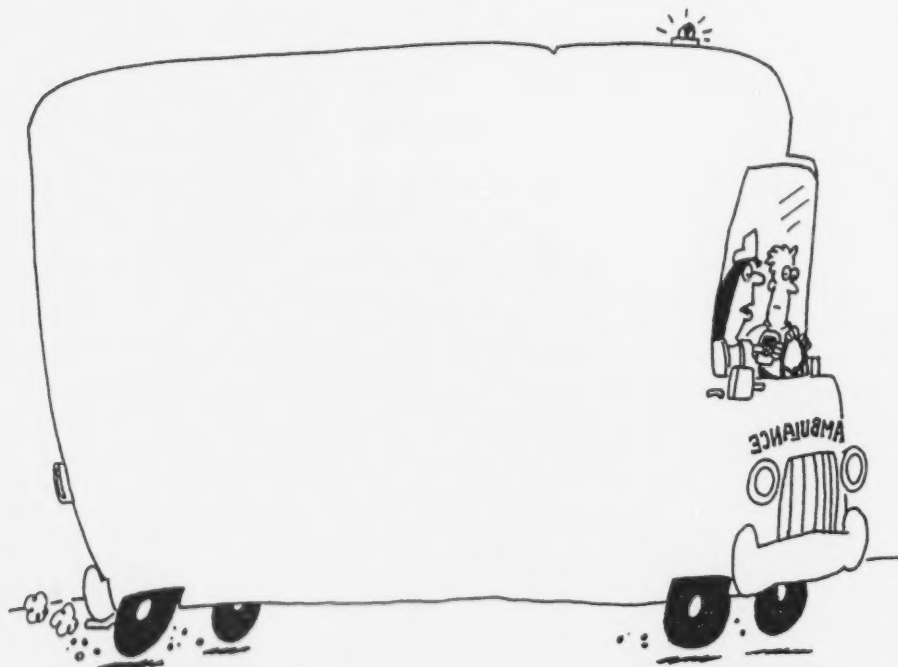
- Have an aid, parent volunteer, or older student interview each student using these questions:
 - 1) What is a false alarm?
 - 2) Is it against the law to make a false alarm report?
 - 3) What are two reasons why false alarm laws are needed?
- Using disconnected or play telephones, have each student demonstrate an appropriate emergency call.

ENRICHMENT:

- Invite a guest speaker from an emergency public service, (i.e., a police officer, fire fighter, ambulance driver, or 911 operator). Ask the guest to emphasize the service he/she provides. Let the person explain the procedure a child should use to get help from the service. Ask the person to describe the problem of false alarms and how they impact his or her ability to provide a service to someone really in need. Prior to the arrival of the guest speaker you may wish to help the students write down questions that they would like to ask the resource person. As much as possible, let the students interview the guest. If they do not ask questions that lead to the issue of false alarms, supply some questions. When the guest leaves, briefly discuss what the students learned and let them summarize the interview. Emphasize the points related to:
 - a. Service provided for the protection of people.
 - b. Procedure for receiving the service.
 - c. False alarms, and how they take time away from the delivery of service for those who really need it.
- Read the fable by Aesop, "The Boy Who Cried Wolf," and discuss its relevance to this lesson.

False Alarm Laws Chart

ACTS	LAWS	PENALTIES	REASONS
Reporting Crimes			
Reporting Fires			
Requesting Ambulance			
Reporting Bombs			



Emergency Report Card Pattern

EMERGENCY REPORT CARD

FOR POLICE, PHONE _____

FOR FIRE, PHONE _____

FOR AMBULANCE, PHONE _____

TELL THE OPERATOR THE TYPE OF EMERGENCY
THEN GIVE YOUR

NAME: _____

ADDRESS: _____

PHONE: _____

EMERGENCY REPORT CARD

FOR POLICE, PHONE _____

FOR FIRE, PHONE _____

FOR AMBULANCE, PHONE _____

TELL THE OPERATOR THE TYPE OF EMERGENCY
THEN GIVE YOUR

NAME: _____

ADDRESS: _____

PHONE: _____

ATTACHMENT 2

EMERGENCY SITUATION ROLE PLAY CARDS

While home alone Ned sees thick black smoke streaming out the window of the vacant house next door. It seems no one else has noticed the smoke. He calls 911 to report the fire.

Ken and Tim are playing. They decide to make a prank phone call. They dial 911 and report a fire next door.

Mrs. Jones sees a strange looking man put an unmarked package under the school stairs. It is wrapped in brown paper and has a ticking sound. She thinks it might be a bomb. She calls 911 to report a bomb.

It's getting late and Bob hasn't done his homework. He thinks it would be fun if school were let out. The next morning he calls in and reports a bomb.

Carol doesn't like Mrs. Winter. She calls the police and says Mrs. Winter has stolen TVs in her house. It isn't true.

Sally looks out of the window and sees two cars collide very hard. The driver of one is bleeding badly. She calls 911 to request an ambulance.

While taking care of his younger brother, Jay sees a stranger break a window and go into the house next door. He dials 911 to get the police.

Susan and Sally decide it would be a joke to have an ambulance come to the house of someone they dislike. They dial 911 and send the ambulance to Henrietta's house.

Smoke is coming from the neighbor's back yard. It smells good--like barbecued chicken. Jay calls 911 to report a fire.

Attachment 2 (ctd.)

Terrance sees his neighbor, Mr. Nash, fall from a tall ladder. He runs into his house to call an ambulance.

Kim hears a series of loud bangs come from the alley. Without looking, she calls the police to report a murder.

Brenda is home alone and the stove catches on fire. She calls 911 to get help.

Billy is taking care of his younger sister. He sees her fall and hit her head. She is unconscious for a moment and then wakes up crying. Blood is streaming down her face. Billy calls 911 to get help.

AIR POLLUTION KILLS

GRADE LEVEL: 2-3 **AUTHOR:** Evelyn Wages and Ann Blum

TIME REQUIRED: Two class periods

CONCEPTS/VOCABULARY:

Air pollution; pollutants; environment; atmosphere; ozone layer; smoke; gases

MAIN IDEAS:

- a. Many things people do create air pollution.
- b. Each person can take actions to help avoid pollution.
- c. There are laws to protect our environment from air pollution.

QCC CORRELATION:

Content

- 2-10. Explains the role of rules and laws in the community
- 2-16. Identifies citizenship responsibilities in the community
- 3-16. Describes the roles and responsibilities of the citizen

Skills

- 2-16. Follows established rules for social interaction
- 3-1. Gathers information through reading, listening, observing, and surveying

INSTRUCTIONAL STRATEGIES:

Experimenting with effects of air pollutants
Surveying household smell-makers
Discussing air pollution effects and laws

OBJECTIVES:

The learner will:

- name at least one source of air pollution.
- state how air pollution affects his/her health and the environment.
- provide an example of a law which regulates air pollution.
- state ways he/she can avoid polluting.

TEACHER BACKGROUND:

Laws regulating air quality identify two types of polluters: stationary (such as factories) and non-stationary (such as cars).

The main federal law regulating air quality is the Clean Air Act (42 U.S.C.A. sec. 7401), which is enforced by the Environmental Protection Agency (EPA) and the states. The EPA sets emission standards for pollutants that can harm humans, wildlife, and property. It also monitors testing of recognized and potential new pollutants. The Clean Air Act puts considerable stress on pollutants derived from the combustion of fuels, not

only for heating and industrial purposes, but also for motor vehicles, aircraft, and other forms of transportation.

The Georgia Air Quality Act (O.C.G.A. 12-9-2) was passed to bring the state into compliance with the federal law. It empowers the Environmental Protection Division (EPD) of the Department of Natural Resources to implement the law. EPD sets limits on and monitors emissions of pollutants from stationary sources.

Factories: Factory polluters are regulated by both acts. In Georgia, a factory emitting a likely pollutant must get a permit from EPD. The permit stipulates the kind and amount of pollutants that can be released. Factories must keep records for monitoring these emissions.

Motor vehicles: These acts also regulate mobile pollution sources such as motor vehicles, which are a major cause of pollution in large metropolitan areas. EPA, for example, sets what are called the National Ambient Air Quality Standards.

In Georgia, the Georgia Motor Vehicle and Emission Inspection and Maintenance Act of 1979 states that counties must comply with federal guidelines for clean air. In counties with 200,000 or more motor vehicles registered, the level of hydrocarbons and carbon monoxide must be monitored. Cars in these counties (in 1991, Fulton, Cobb, Gwinnett, DeKalb) must be inspected once a year to see if they meet emission standards. Proof of inspection is needed to get tags.

Smoking of Tobacco Products: There are increasing regulations to limit smoking in public buildings and on public carriers (e.g., airplanes) because of harm done by "second-hand" smoke.

Household sprays: The household materials that most threaten the environment are the chlorofluorocarbons (CFCs) which contribute to the destruction of the ozone layer. The ozone layer protects us from radiation. Once common in household sprays, CFCs are, in general, no longer used. Unfortunately, CFCs are also used in materials like styrofoam, coolants, and insulation, which release the chlorofluorocarbons when they break down. A federal law (U.S.C.A. 42-7511) empowers EPA to regulate the use of chlorofluorocarbons. The law is designed to help companies come up with alternatives. Most environmentalists feel federal efforts in this area are not strong enough.

Note that while other household sprays may not significantly threaten the outdoor environment, in poorly ventilated areas they may be very harmful to your health. Caution children to have parents read spray labels carefully.

MATERIALS AND RESOURCES:

Handout

1. Checklist of Household Smell-makers (also used as transparency)

Chalkboard; art materials; household deodorant spray; perfume; mural paper and paints

PROCEDURES:

The day before the lesson provide children with a checklist (Handout 1) of things in their homes that put smells and/or gases into the air. With their parents' help, they are to fill the list out at home and bring it in for the lesson day.

Period One

1. Ask the students to raise their hands if they have ever seen a factory spewing smoke into air; cars, trucks, or buses putting out stinky exhaust; a person smoking a cigarette, cigar, or pipe; or a person using a household spray?

Ask what these have in common. In all instances, they show people or objects putting substances (e.g., smoke, which is composed of visible particulates and invisible gases) into the air. Point out that many of these substances are harmful and are called pollutants. Write this word on the board.

Ask the students whether they have ever been choked by these kinds of pollution? Encourage recollection of, say, cars discharging dark smoke or smells from factories (e.g., paper mills).

2. Discuss what happens if you put substances into the air. Consider examples: Even the black smoke from a car soon disappears, but does it just go away? (No, it disperses--spreads out--but does not "go away".)

Spray some perfume, room deodorant, or other relatively harmless substance with a scent into the air. Spray it very slowly. Ask students to raise their hands when they smell it. Talk about how the scent spreads, even when it cannot be seen, and that it moves but does not go away.

Is that what happens with the discharge from the car? (Yes.) With factory smoke? (Yes.) These gases mix into the air, and, if they are pollutants, they can cause harm even if we don't see them.

3. Point out that we put all kinds of gases into the air.

Review the checklists of household "smell-makers" brought in by students (Handout 1). Copy the checklist on to the board or large piece of paper to record the number of each type of odor source reported by children. Which are the most common?

Then let each child count the total number of items they have checked off. Point out that while many of these are not harmful, some are, and some may be harmful when combined with others. (For example, bleach should never be mixed with ammonia since the gases produced are poisonous.) Have them think of their homes as small enclosed "worlds," and consider how many materials are being put into its air.

Record the total number of items listed by each child. Add their totals and divide by the number of students to get an average. Estimate the number of households in your community and multiply that by your class average. The resultant figure can illustrate the amount of pollutants families add to the atmosphere. Ask if these "pollutants" are controlled by law? (In general, no.)

Point out however, that one material--chlorofluorocarbons or CFCs (write on board)--used in sprays has been found to be very harmful to our atmosphere. CFCs destroy an outer layer of the atmosphere called the ozone layer, letting in harmful radiation. CFCs are generally not used anymore in sprays. In fact, a federal law aims at ending the use of these materials. (See Teacher Background.)

Caution students, though, about use of sprays. Pump sprays are less damaging to atmosphere. Propellant sprays should be avoided. Any spray should be used with ventilation. Explain that except for CFCs, smoke undoubtedly creates more harm than household sprays.

Period Two

1. Write this sentence beginning on the board:

"Air pollutants hurt us because they can..."

Then, write the rest of the sentence (shown in capitals below) on the board as you discuss with the class each way that air pollutants can be harmful.

-- MAKE PEOPLE SICK, (In some cities, the level of air pollutants is reported so that people sensitive to them can stay inside when the levels are dangerously high. Further, people have become ill, even with fatal diseases, by breathing harmful pollutants. Destruction of the ozone layer has been linked to increased incidence of skin cancers.)

-- KILL PLANTS AND ANIMALS, (Acid rain, a result of air pollution, kills plants. It also kills fish and other aquatic life as the water becomes more acidic.)

-- AFFECTS WEATHER AND CLIMATE, (Pollution contributes to the destruction of the ozone layer and the greenhouse effect which raise temperatures, and may, in turn, cause regional droughts and floods.)

2. Ask: Are there laws to protect us from air pollution? Use the Teacher Background to discuss laws limiting pollution from factories and cars, smoking, and CFCs. Discuss regulation of stationary and non-stationary pollution. Point out that many cities have tried to discourage use of motor vehicles to help resolve the problem of air pollution. Discuss how public places and private businesses have established regulations limiting places where smoking is possible.
3. Students should know that these laws may limit pollution, but they do not end it. In fact, many environmentalists think these laws are inadequate. Discuss ways that people can limit air pollution and write these on the board. (Examples include: using pump sprays, not driving unnecessarily, planting trees to protect the ozone layer, not smoking, informing others, and encouraging strong laws.)
4. Let students work individually or in pairs to produce a mural showing people how important it is to protect the air and atmosphere. The mural could show different sources of air pollution and contain phrases such as "Give a hoot, don't pollute," and "Clean air is wonderful."

EVALUATION:

- Have each child answer the following questions:
 - a. What are some things that cause air pollution?
 - b. Why is air pollution bad? Does it affect your health?
 - c. Are certain kinds of air pollution against the law?
 - d. How can you help reduce air pollution?

ENRICHMENT:

- Supply students with a variety of harmless scented sprays. Students could be "factories" and pump their "gases" into the air all at once. (This must be done in a ventilated area, but students should get a sense of how overwhelming gases can be, and how quickly they go into the air (where we don't know their effects.)
- The class could make posters or develop skits to show other classes about harms of air pollution and/or what should be done about it.
- The class could collaborate on a letter to legislators to restrict further production of air pollutants.

CHECKLIST OF HOUSEHOLD SMELL-MAKERS

Check those that are in your house.

- | | |
|----------------------|-------------------------------|
| _____ Cleaners | _____ Moth Balls (etc.) |
| _____ Bleach | _____ Room Deodorants |
| _____ Ammonia | _____ Hair Sprays |
| _____ Window Cleaner | _____ Perfumes |
| _____ Detergents | _____ Cigarettes/cigars/pipes |
| _____ Vinegar | _____ Gasoline |
| _____ Polishes | _____ Bug killers |
| _____ Bath. Soap | _____ Cooking Oil Spray |

_____ TOTAL CHECKED



Appendix



The Constitution of the United States of America

PREAMBLE

We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

ARTICLE I

Section 1. All legislative Powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives.

Section 2. The House of Representatives shall be composed of Members chosen every second Year by the People of the several States, and the Electors in each State shall have the Qualifications requisite for Electors of the most numerous Branch of the State Legislature.

No Person shall be a Representative who shall not have attained to the Age of twenty five Years, and been seven Years a Citizen of the United States, and who shall not, when elected, be an Inhabitant of that State in which he shall be chosen.

(Representatives and direct Taxes shall be apportioned among the several States which may be included within this Union, according to their respective Numbers, which shall be determined by adding to the whole Number of free Persons, including those bound to Service for a Term of Years, and excluding Indians not taxed, three fifths of all other Persons.) The actual Enumeration shall be made within three Years after the first Meeting of the Congress of the United States, and within every subsequent Term of ten Years, in such Manner as they shall by Law direct. The Number of Representatives shall not exceed one for every thirty Thousand, but each State shall have at Least one Representative; and until such enumeration shall be made, the State of New Hampshire shall be entitled to choose three, Massachusetts eight, Rhode Island and Providence Plantations one, Connecticut five, New York six, New Jersey four, Pennsylvania eight, Delaware one, Maryland six, Virginia ten, North Carolina five, South Carolina five, and Georgia three.

When vacancies happen in the Representation from any State, the Executive Authority thereof shall issue Writs of Election to fill such Vacancies.

The House of Representatives shall choose their Speaker and other Officers; and shall have the sole Power of Impeachment.

Section 3. The Senate of the United States shall be composed of two Senators from each State, (chosen by the Legislature thereof,) for six Years; and each Senator shall have one Vote.

Immediately after they shall be assembled in Consequence of the first Election, they shall be divided as equally as may be into three Classes.

The Seats of the Senators of the first Class shall be vacated at the Expiration of the second Year, of the second Class at the Expiration of the fourth Year, and of the third Class at the Expiration of the sixth Year, so that one third may be chosen every second Year; (and

if Vacancies happen by Resignation, or otherwise, during the Recess of the Legislature of any State, the Executive thereof may make temporary Appointments until the next Meeting of the Legislature, which shall then fill such Vacancies).

No Person shall be a Senator who shall not have attained to the Age of thirty Years, and been nine Years a Citizen of the United States, and who shall not, when elected, be an Inhabitant of that State for which he shall be chosen.

The Vice President of the United States shall be President of the Senate, but shall have no Vote, unless they be equally divided.

The Senate shall choose their other Officers, and also a President pro tempore, in the Absence of the Vice President, or when he shall exercise the Office of President of the United States.

The Senate shall have the sole Power to try all Impeachments. When sitting for that Purpose, they shall be on Oath or Affirmation. When the President of the United States is tried, the Chief Justice shall preside: And no Person shall be convicted without the Concurrence of two thirds of the Members present.

Judgment in Cases of Impeachment shall not extend further than to removal from Office, and disqualification to hold and enjoy any Office of honor, Trust, or Profit under the United States: but the Party convicted shall nevertheless be liable and subject to Indictment, Trial, Judgement, and Punishment, according to Law.

Section 4. The Times, Places and Manner of holding Elections for Senators and Representatives, shall be prescribed in each State by the Legislature thereof; but the Congress may at any time by Law make or alter such Regulations, except as to the Places of choosing Senators.

The Congress shall assemble at least once in every Year, and such Meeting shall (be on the first Monday in December,) unless they shall by Law appoint a different Day.

Section 5. Each House shall be the Judge of the Elections, Returns, and Qualifications of its own Members, and a Majority of each shall constitute a Quorum to do Business; but a smaller Number may adjourn from day to day, and may be authorized to compel the Attendance of absent Members, in such Manner, and under such Penalties as each House may provide.

Each House may determine the Rules of its Proceedings, punish its Members for disorderly Behavior, and, with the Concurrence of two thirds, expel a Member.

Each House shall keep a Journal of its Proceedings, and from time to time publish the same, excepting such Parts as may in their Judgment require Secrecy; and the Yeas and Nays of the Members of either House on any question shall, at the Desire of one fifth of those Present, be entered on the Journal.

Neither House, during the Session of Congress, shall, without the Consent of the other, adjourn for more than three days, nor to any other Place than that in which the two Houses shall be sitting.

Section 6. The Senators and Representatives shall receive a Compensation for their Services, to be ascertained by Law, and paid out of the Treasury of the United States. They

shall in all Cases, except Treason, Felony and Breach of the Peace, be privileged from Arrest during their Attendance at the Session of their respective Houses, and in going to and returning from the same; and for any Speech or Debate in either House, they shall not be questioned in any other Place.

No Senator or Representative shall, during the Time for which he was elected, be appointed to any civil Office under the Authority of the United States, which shall have been created, or the Emoluments whereof shall have been increased during such time; and no Person holding any Office under the United States, shall be a Member of either House during his Continuance in Office.

Section 7. All Bills for raising Revenue shall originate in the House of Representatives; but the Senate may propose or concur with Amendments as on other Bills.

Every Bill which shall have passed the House of Representatives and the Senate shall, before it become a Law, be presented to the President of the United States; If he approve he shall sign it, but if not he shall return it, with his Objections to that House in which it shall have originated, who shall enter the Objections at large on their Journal, and proceed to reconsider it. If after such Reconsideration two thirds of that House shall agree to pass the Bill, it shall be sent, together with the Objections, to the other House, by which it shall likewise be reconsidered, and if approved by two thirds of that House, it shall become a Law. But in all such Cases the Votes of both Houses shall be determined by Yeas and Nays, and the Names of the Persons voting for an against the Bill shall be entered on the Journal of each House respectively. If any Bill shall not be returned by the President within ten Days (Sundays excepted) after it shall have been presented to him, the Same shall be a Law, in like Manner as if he had signed it, unless the Congress by their Adjournment prevent its Return in which Case it shall not be a Law.

Every Order, Resolution, or Vote, to which the Concurrence of the Senate and House of Representatives may be necessary (except on a question of Adjournment) shall be presented to the President of the United States; and before the Same shall take Effect, shall be approved by him, or being disapproved by him, shall be repassed by two thirds of the Senate and House of Representatives, according to the Rules and Limitations prescribed in the Case of a Bill.

Section 8. The Congress shall have Power To lay and collect Taxes, Duties, Imposts and Excises, to pay the Debts and provide for the common Defence and general Welfare of the United States; but all Duties, Imposts and Excises shall be uniform throughout the United States;

To borrow Money on the credit of the United States;

To regulate Commerce with foreign Nations, and among the several States, and with the Indian Tribes;

To establish an uniform Rule of Naturalization, and uniform Laws on the subject of Bankruptcies throughout the United States;

To coin Money, regulate the Value thereof, and of foreign Coin, and fix the Standard of Weights and Measures;

To provide for the Punishment of counterfeiting the Securities and current Coin of the United States;

To establish Post Offices and post Roads;

To promote the Progress of Science and useful Arts, by securing for limited Times to Authors and Inventors the exclusive Right to their respective Writings and Discoveries;

To constitute Tribunals inferior to the supreme Court;

To define and punish Piracies and Felonies committed on the high Seas, and Offenses against the Law of Nations;

To declare War, grant Letters of Marque and Reprisal, and make Rules concerning Captures on Land and Water;

To raise and support Armies, but no Appropriation of Money to that Use shall be for a longer Term than two Years;

To provide and maintain a Navy;

To make Rules for the Government and Regulation of the land and naval Forces;

To provide for calling forth the Militia to execute the Laws of the Union, suppress Insurrections and repel Invasions;

To provide for organizing, arming, and disciplining, the Militia, and for governing such Part of them as may be employed in the Service of the United States, reserving to the States respectively, the Appointment of the Officers, and the Authority of training the Militia according to the discipline prescribed by Congress;

To exercise exclusive Legislation in all Cases whatsoever, over such District (not exceeding ten Miles square) as may, by Cession of particular States, and the Acceptance of Congress, become the Seat of the Government of the United States, and to exercise like Authority over all Places purchased by the Consent of the Legislature of the State in which the Same shall be, for the Erection of Forts, Magazines, Arsenals, dock-Yards, and other needful Buildings;-And

To make all Laws which shall be necessary and proper for carrying into Execution the foregoing Powers, and all other Powers vested by this Constitution in the Government of the United States, or in any Department or Officer thereof.

Section 9. The Migration or Importation of such Persons as any of the States now existing shall think proper to admit, shall not be prohibited by the Congress prior to the Year one thousand eight hundred and eight, but a Tax or duty may be imposed on such Importation, not exceeding ten dollars for each Person.

The privilege of the Writ of Habeas Corpus shall not be suspended, unless when in Cases of Rebellion or Invasion the public Safety may require it.

No Bill of Attainder or ex post facto Law shall be passed.

(No Capitation, or other direct, Tax shall be laid, unless in Proportion to the Census or Enumeration herein before directed to be taken.)

No Tax or Duty shall be laid on Articles exported from any State.

No Preference shall be given by any Regulation of Commerce or Revenue to the Ports of one State over those of another; nor shall Vessels bound to, or from, one State be obliged to enter, clear, or pay Duties in another.

No Money shall be drawn from the Treasury, but in Consequence of Appropriations made by Law; and a regular Statement and Account of the Receipts and Expenditures of all public Money shall be published from time to time.

No Title of Nobility shall be granted by the United States: And no Person holding any Office of Profit or Trust under them, shall, without the Consent to the Congress, accept of any present, Emolument, Office, or Title, of any kind whatever, from any King, Prince, or foreign State.

Section 10. No State shall enter into any Treaty, Alliance, or Confederation; grant Letters of Marque and Reprisal; coin Money; emit Bills of Credit; make any Thing but gold and silver Coin a Tender in Payment of Debts; pass any Bill of Attainder, ex post facto Law, or Law impairing the Obligation of Contracts, or grant any Title of Nobility.

No State shall, without the Consent of the Congress, lay any Imposts or Duties on Imports or Exports, except what may be absolutely necessary for executing it's inspection Laws; and the net Produce of all Duties and Imposts, laid by any State on Imports or Exports, shall be for the Use of the Treasury of the United States; and all such Laws shall be subject to the Revision and Control of the Congress.

No State shall, without the Consent of Congress, lay any Duty of Tonnage, keep Troops, or Ships of War in time of Peace, enter into any Agreement of Compact with another State, or with a foreign Power, or engage in War, unless actually invaded, or in such imminent Danger as will not admit of delay.

ARTICLE II

Section 1. The executive Power shall be vested in a President of the United States of America. He shall hold his Office during the Term of four Years, and, together with the Vice President, chosen for the same Term, be elected, as follows:

Each State shall appoint, in such Manner as the Legislature thereof may direct, a Number of Electors, equal to the whole Number of Senators and Representatives to which the State may be entitled in the Congress; but no Senator or Representative, or Person holding an Office of Trust or Profit under the United States, shall be appointed an Elector.

(The Electors shall meet in their respective States, and vote by Ballot for two Persons, of whom one at least shall not be an Inhabitant of the same State with themselves. And they shall make a List of all the Persons voted for, and of the Number of votes for each; which List they shall sign and certify, and transmit sealed to the Seat of the Government of the United States, directed to the President of the Senate. The President of the Senate shall in the Presence of the Senate and House of Representatives, open all the Certificates, and the Votes shall then be counted. The Person having the greatest Number of Votes shall be the President, if such Number be a Majority of the whole Number of Electors appointed; and if there be more than one who have such Majority, and have equal Number of Votes, then the House of Representatives shall immediately choose by Ballot one of them for President;

and if no Person have a Majority, then from the five highest on the List the said House shall in like Manner choose the President. But in choosing the President, the Votes shall be taken by States, the Representation from each State having one Vote; A quorum for this Purpose shall consist of a Member or Members from two thirds of the States, and a Majority of all the States shall be necessary to a Choice. In every Case, after the Choice of the President, the Person having the greater Number of Votes of the Electors shall be the Vice President. But if there should remain two or more who have equal Votes the Senate shall choose from them by Ballot the Vice President.)

The Congress may determine the Time of choosing the Electors, and the Day on which they shall give their Votes; which Day shall be the same throughout the United States.

No person except a natural born Citizen, or a Citizen of the United States, at the time of the Adoption of this Constitution, shall be eligible to the Office of President; neither shall any Person be eligible to that Office who shall not have attained to the Age of thirty five Years, and been fourteen Years a Resident within the United States.

(In Case of the Removal of the President from Office, or of his Death, Resignation or Inability to discharge the Powers and Duties of the said Office, the same shall devolve on the Vice President, and the Congress may by Law provide for the Case of Removal, Death, Resignation or Inability, both of the President and Vice President, declaring what Officer shall then act as President, and such Officer shall act accordingly, until the Disability be removed, or a President shall be elected.)

The President shall, at stated Times, receive for his Services, a Compensation, which shall neither be increased nor diminished during the Period for which he shall have been elected, and he shall not receive within that Period any other Emolument from the United States, or any of them.

Before he enter on the Execution of his Office, he shall take the following Oath or Affirmation: "I do solemnly swear (or affirm) that I will faithfully execute the Office of President of the United States, and will to the best of my Ability, preserve, protect and defend the Constitution of the United States."

Section 2. The President shall be Commander in Chief of the Army and Navy of the United States, and of the Militia of the several States, when called into the actual Service of the United States; he may require the Opinion, in writing, of the principal Officer in each of the executive Departments, upon any Subject relating to the Duties of their respective Offices, and he shall have Power to grant Reprieves and Pardons for Offenses against the United States, except in Cases of Impeachment.

He shall have Power, by and with the Advice and Consent of the Senate to make Treaties, provided two thirds of the Senators present concur; and he shall nominate, and by and with the Advice and Consent of the Senate, shall appoint Ambassadors, other public Ministers and Consuls, Judges of the supreme Court, and all other Officers of the United States, who Appointments are not herein otherwise provided for, and which shall be established by Law; but the Congress may by Law vest the Appointment of such inferior Officers, as they think proper, in the President alone, in the Courts of Law, or in the Heads of Departments.

The President shall have Power to fill up all Vacancies that may happen during the Recess of the Senate, by granting Commissions which shall expire at the End of their next Session.

Section 3. He shall from time to time give to the Congress Information of the State of the Union, and recommend to their Consideration such Measures as he shall judge necessary and expedient; he may, on extraordinary Occasions, convene both Houses, or either of them, and in Case of Disagreement between them, with Respect to the Time of Adjournment, he may adjourn them to such Time as he shall think proper; he shall receive Ambassadors and other public Ministers; he shall take Care that the Laws be faithfully executed, and shall Commission all the Officers of the United States.

Section 4. The President, Vice President and all civil Officers of the United States, shall be removed from Office on Impeachment for, and Conviction of, Treason, Bribery, or other high Crimes and Misdemeanors.

ARTICLE III

Section 1. The judicial Power of the United States, shall be vested in one supreme Court, and in such inferior Courts as the Congress may from time to time ordain and establish. The Judges, both of the supreme and inferior Courts, shall hold their Offices during good Behavior, and shall, at stated Times, receive for their Services a Compensation, which shall not be diminished during their Continuance in Office.

Section 2. The judicial Power shall extend to all Cases, in Law and Equity, arising under this Constitution, the Laws of the United States, and Treaties made, or which shall be made, under their Authority;-to all Cases affecting Ambassadors, other public Ministers and Consuls;-to all Cases of admiralty and maritime Jurisdiction;-to Controversies to which the United States shall be a Party;- to Controversies between two or more States;- (between a State and Citizens of another State;) between Citizens of different States;- between Citizens of the same State claiming Lands under Grants of different States, and between a State, or the Citizens thereof, and foreign States, Citizens or Subjects.

In all Cases affecting Ambassadors, other public Ministers and Consuls, and those in which a State shall be a Party, the supreme Court shall have original Jurisdiction. In all the other Cases before mentioned, the supreme Court shall have appellate Jurisdiction, both as to Law and Fact, with such Exceptions, and under such Regulations as the Congress shall make.

The Trial of all Crimes, except in Cases of Impeachment, shall be by Jury; and such Trial shall be held in the State where the said Crimes shall have been committed; but when not committed within any State, the Trial shall be at such Place or Places as the Congress may by Law have directed.

Section 3. Treason against the United States, shall consist only in levying War against them, or, in adhering to their Enemies, giving them Aid and Comfort. No Person shall be convicted of Treason unless on the Testimony of two Witnesses to the same overt Act, or on Confession in open Court.

The Congress shall have Power to declare the Punishment of Treason, but no Attainder of Treason, shall work Corruption of Blood, or Forfeiture except during the Life of the Person attained.

ARTICLE IV

Section 1. Full Faith and Credit shall be given in each State to the public Acts, Records, and judicial Proceedings of every other State. And the Congress may by general Laws prescribe the Manner in which such Acts, Records and Proceedings shall be proved, and the Effect thereof.

Section 2. The Citizens of each State shall be entitled to all Privileges and Immunities of Citizens in the several States.

A Person charged in any State with Treason, Felony, or other Crime, who shall flee from Justice, and be found in another State, shall on Demand of the executive Authority of the State from which he fled, be delivered up, to be removed to the State having Jurisdiction of the Crime.

(No Person held to Service or Labour in one State, under the Laws thereof, escaping into another, shall, in Consequence of any Law or Regulation therein, be discharged from such Service of Labour, but shall be delivered up on Claim of the Party to whom such Service or Labour may be due.)

Section 3. New States may be admitted by the Congress into this Union; but no new State shall be formed or erected within the Jurisdiction of any other State; not any State be formed by the Junction of two or more States, or Parts of States, without the Consent of the Legislatures of the States concerned as well as of the Congress.

The Congress shall have Power to dispose of and make all needful Rules and Regulations respecting the Territory or other Property belonging to the United States; and nothing in this Constitution shall be so construed as to Prejudge any Claims of the United States, or of any particular State.

Section 4. The United States shall guarantee to every State in this Union a Republican Form of Government, and shall protect each of them against Invasion; and on Application of the Legislature, or of the Executive (when the Legislature cannot be convened) against domestic Violence.

ARTICLE V

The Congress, whenever two thirds of both Houses shall deem it necessary, shall propose Amendments to this Constitution, or, on the Application of the Legislatures of two thirds of the several States, shall call a Convention for proposing Amendments, which, in either Case, shall be valid to all Intents and Purposes, as part of this Constitution, when ratified by the Legislatures of three fourths of the several States, or by Conventions in three fourths thereof, as the one or the other Mode of Ratification may be proposed by the Congress; Provided that no Amendment which may be made prior to the Year One thousand eight hundred and eight shall in any Manner affect the first and fourth Clauses in the Ninth Section of the first Article; and that no State, without its Consent, shall be deprived of its equal Suffrage in the Senate.

ARTICLE VI

All Debts contracted and Engagements entered into, before the Adoption of this Constitution shall be as valid against the United States under this Constitution, as under the Confederation.

This Constitution, and the Laws of the United States which shall be made in Pursuance thereof; and all Treaties made, or which shall be made, under the Authority of the United States, shall be the supreme Law of the Land; and the Judges in every State shall be bound thereby, any Thing in the Constitution or Laws of any State to the Contrary notwithstanding.

The Senators and Representatives before mentioned, and the Members of the several State Legislatures, and all executive and judicial Officers, both of the United States and of the several States, shall be bound by Oath or Affirmation, to support this Constitution; but no religious Test shall ever be required as a Qualification to any Office or public Trust under the United States.

ARTICLE VII

The Ratification of the Conventions of nine States shall be sufficient for the Establishment of this Constitution between the States so ratifying the Same.

AMENDMENT I (1791)

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

AMENDMENT II (1791)

A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.

AMENDMENT III (1791)

No Soldier shall, in time of peace be quartered in any house, without the consent of the Owner, nor in time of war, but in a manner to be prescribed by law.

AMENDMENT IV (1791)

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

AMENDMENT V (1791)

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval

forces, or in the Militia, when in actual service in time of War of public danger; nor shall any person be subject for the same offence to be twice put in jeopardy of life or limb; not shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

AMENDMENT VI (1791)

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the Assistance of Counsel for his defence.

AMENDMENT VII (1791)

In Suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by a jury shall be preserved, and no fact tried by jury, shall be otherwise re-examined in any Court of the United States, than according to the rules of the common law.

AMENDMENT VII (1791)

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

AMENDMENT IX (1791)

The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

AMENDMENT X (1791)

The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

AMENDMENT XI (1798)

The Judicial power of the United States shall not be construed to extend to any suit in law or equity, commenced or prosecuted against one of the United States by Citizens of another State, or by Citizens or Subjects of any Foreign State.

AMENDMENT XII (1804)

The Electors shall meet in their respective states, and vote by ballot for President and Vice-President, one of whom, at least, shall not be an inhabitant of the same state with themselves; they shall name in their ballots the person voted for as President, and in distinct ballots the person voted for as Vice-President, and they shall make distinct lists of all persons voted for as President, and of all persons voted for as Vice-President, and of the number of votes for each, which lists they shall sign and certify, and transmit sealed to the seat of the government of the United States, directed to the President of the Senate;- The President of the Senate shall, in the presence of the Senate and House of Representatives, open all the certificates and the votes shall then be counted;- The person having the greatest

number of votes for President, shall be the President, if such number be a majority of the whole number of Electors appointed; and if no person have such majority, then from the persons having the highest numbers not exceeding three on the list of those voted for as President, the House of Representatives shall choose immediately, by ballot, the President. But in choosing the President, the votes shall be taken by states, the representation from each state having one vote; a quorum for this purpose shall consist of a member or members from two-thirds of the states, and a majority of all states shall be necessary to a choice. (And if the House of Representatives shall not choose a President whenever the right of choice shall devolve upon them, before the fourth day of March next following, then the Vice-President shall act as President, as in the case of the death or other constitutional disability of the President.)- The person having the greatest number of votes as Vice-President, shall be the Vice-President, if such number be a majority of the whole number of Electors appointed, and if no person have a majority, then from the two highest numbers on the list, the Senate shall choose the Vice-President; a quorum for the purpose shall consist to two-thirds of the whole number of Senators, and a majority of the whole number shall be necessary to a choice. But no person constitutionally ineligible to the office of President shall be eligible to that of Vice-President of the United States.

AMENDMENT XIII (1865)

Section 1. Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.

Section 2. Congress shall have power to enforce this article by appropriate legislation.

AMENDMENT XIV (1868)

Section 1. All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

Section 2. Representatives shall be apportioned among the several States according to their respective numbers, counting the whole number of persons in each State, excluding Indians not taxed. But when the right to vote at any election for the choice of electors for President and Vice President of the United States, Representatives in Congress, the Executive and Judicial officers of a State, or the members of the Legislature thereof, is denied to any of the male inhabitants of such State, being twenty-one years of age, and citizens of the United States, or in any way abridged, except for participation in rebellion, or other crime, the basis of representation therein shall be reduced in the proportion which the number of such male citizens shall bear to the whole number of male citizens twenty-one years of age in such State.

Section 3. No person shall be a Senator or Representative in Congress, or elector of President and Vice President, or hold any office, civil or military, under the United States, or under any State, who having previously taken an oath, as a member of Congress, or as an officer of the United States, or as a member of any State legislature, or as an executive or judicial officer of any State, to support the Constitution of the United States, shall have engaged in insurrection or rebellion against the same, or given aid or comfort to the

enemies thereof. But Congress may by a vote of two-thirds of each House, remove such disability.

Section 4. The validity of the public debt of the United States, authorized by law, including debts incurred for payment of pensions and bounties for services in suppressing insurrection or rebellion, shall not be questioned. But neither the United States nor any State shall assume or pay any debt or obligation incurred in aid of insurrection or rebellion against the United States, or any claim for the loss or emancipation of any slave; but all such debts, obligations and claims shall be held illegal and void.

Section 5. The Congress shall have power to enforce, by appropriate legislation, the provisions of this article.

AMENDMENT XV (1870)

Section 1. The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude.

Section 2. The Congress shall have power to enforce this article by appropriate legislation.

AMENDMENT XVI (1913)

The Congress shall have power to lay and collect taxes on incomes, from whatever source derived, without apportionment among the several States, and without regard to any census or enumeration.

AMENDMENT XVII (1913)

(1) The Senate of the United States shall be composed of two Senators from each State, elected by the people thereof, for six years; and each Senator shall have one vote. The electors in each State shall have the qualifications requisite for electors of the most numerous branch of the State legislatures.

(2) When vacancies happen in the representation of any State in the Senate, the executive authority of such State shall issue writs of election to fill such vacancies: Provided, That the legislature of any State may empower the executive thereof to make temporary appointments until the people fill the vacancies by election as the legislature may direct.

(3) This amendment shall not be so construed as to affect the election or term of any Senator chosen before it becomes valid as part of the Constitution.

AMENDMENT XVIII (1919)

Section 1. After one year from the ratification of this article the manufacture, sale, or transportation of intoxicating liquors within, the importation thereof into, or the exportation thereof from the United States and all territory subject to the jurisdiction thereof for beverage purposes is hereby prohibited.

Section 2. The Congress and the several States shall have concurrent power to enforce this article by appropriate legislation.

Section 3. This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by the legislatures of the several States, as provided in the Constitution, within seven years from the date of the submission hereof to the States by the Congress.

AMENDMENT XIX (1920)

(1) The right citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex.

(2) Congress shall have power to enforce this article by appropriate legislation.

AMENDMENT XX (1933)

Section 1. The terms of the President and Vice President shall end at noon on the 20th day of January, and the terms of Senators and Representatives at noon on the 3rd day of January, of the years in which such terms would have ended if this article had not been ratified; and the terms of their successors shall then begin.

Section 2. The Congress shall assemble at least once in every year, and such meeting shall begin at noon on the 3rd day of January, unless they shall by law appoint a different day.

Section 3. If, at the time fixed for the beginning of the term of the President, the President elect shall have died, the Vice President elect shall become President. If a President shall not have been chosen before the time fixed for the beginning of his term, or if the President elect shall have failed to qualify, then the Vice President elect shall act as President until a President shall have qualified; and the Congress may by law provide for the case wherein neither a President elect nor a Vice President elect shall have qualified, declaring who shall then act as President, or the manner in which one who is to act shall be selected, and such person shall act accordingly until a President or Vice President shall have qualified.

Section 4. The Congress may by law provide for the case of the death of any of the persons from whom the House of Representatives may choose a President whenever the right choice shall have devolved upon them, and for the case of the death of any of the persons from whom the Senate may choose a Vice President whenever the right of choice shall have devolved upon them.

Section 5. Sections 1 and 2 shall take effect on the 15th day of October following the ratification of this article.

Section 6. This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by the legislatures of three-fourths of the several States within seven years from the date of its submission.

AMENDMENT XXI (1933)

Section 1. The eighteenth article of amendment to the Constitution of the United States is hereby repealed.

Section 2. The transportation or importation into any State, Territory, or possession of the United States for delivery or use therein of intoxicating liquors, in violation of the laws thereof, is hereby prohibited.

Section 3. This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by conventions in the several States, as provided in the Constitution, within seven years from the date of the submission hereof to the States by the Congress.

AMENDMENT XXII (1951)

Section 1. No person shall be elected to the office of the President more than twice, and no person who has held office of President, or acted as President, for more than two years of a term to which some other person was elected President shall be elected to the office of President more than once. But this Article shall not apply to any person holding the office of President when this Article was proposed by the Congress, and shall not prevent any person who may be holding the office of President, or acting as President, during the term within which this Article becomes operative from holding the office of President or acting as President during the remainder of such term.

Section 2. This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by the legislatures of three-fourths of the several States within seven years from the date of its submission to the States by the Congress.

AMENDMENT XXIV (1964)

Section 1. The District constituting the seat of Government of the United States shall appoint in such manner as the Congress may direct:

A number of electors of President and Vice President equal to the whole number of Senators and Representatives in Congress to which the District would be entitled if it were a State, but in no event more than the least populous state; they shall be in addition to those appointed by the states, but they shall be considered, for the purposes of the election of President and Vice President, to be electors appointed by a state; and they shall meet in the District and perform such duties as provided by the twelfth article of amendment.

Section 2. The Congress shall have power to enforce this article by appropriate legislation.

AMENDMENT XXIV (1964)

Section 1. The right of citizens of the United States to vote in any primary or other election for President or Vice President, for electors for President or Vice President, or for Senator or Representative in Congress, shall not be denied or abridged by the United States, or any State by reason of failure to pay any poll tax or other tax.

Section 2. The Congress shall have power to enforce this article by appropriate legislation.

AMENDMENT XXV (1967)

Section 1. In case of the removal of the President from office or of his death or resignation, the Vice President shall become President.

Section 2. Whenever there is a vacancy in the office of the Vice President, the President shall nominate a Vice President who shall take office upon confirmation by a majority vote of both Houses of Congress.

Section 3. Whenever the President transmits to the President pro tempore of the Senate and the Speaker of the House of Representatives his written declaration that he is unable to discharge the powers and duties of his office, and until he transmits to them a written declaration to the contrary, such powers and duties shall be discharged by the Vice President as Acting President.

Section 4. Whenever the Vice President and a majority of either the principal officers of the executive departments or of such other body as Congress may by law provide, transmit to the President pro tempore of the Senate and the Speaker of the House of Representatives their written declaration that the President is unable to discharge the powers and duties of his office, the Vice President shall immediately assume the powers and duties of the office as Acting President.

Thereafter, when the President transmits to the President pro tempore of the Senate and the Speaker of the House of Representatives his written declaration that no inability exists, he shall resume the powers and duties of his office unless the Vice President and a majority of either the principal officers of the executive department or of such other body as Congress may by law provide, transmit within four days to the President pro tempore of the Senate and the Speaker of the House of Representatives their written declaration that the President is unable to discharge the powers and duties of his office. Thereupon Congress shall decide the issue, assembling within forty-eight hours for that purpose if not in session. If the Congress, within twenty-one days after receipt of the latter written declaration, or, if Congress is not in session, with twenty-one days after Congress is required to assemble, determines by two-thirds vote of both Houses that the President is unable to discharge the powers and duties of his office, the Vice President shall continue to discharge the same as Acting President; otherwise, the President shall resume the powers and duties of his office.

AMENDMENT XXVI (1971)

Section 1. The right of citizens of the United States, who are eighteen years of age or older, to vote shall not be denied or abridged by the United States or by any State on account of age.

Section 2. The Congress shall have power to enforce this article by appropriate legislation.

The Georgia Bill of Rights

PREAMBLE

To perpetuate the principles of free government, insure justice to all, preserve peace, promote the interest and happiness of the citizen and of the family, and transmit to posterity the enjoyment of liberty, we the people of Georgia, relying upon the protection and guidance of Almighty God, do ordain and establish this Constitution.

ARTICLE I. BILL OF RIGHTS

SECTION I. RIGHTS OF PERSONS

Paragraph I. Life, liberty, and property. No person shall be deprived of life, liberty, or property except by due process of law.

Paragraph II. Protection to person and property; equal protection. Protection to person and property is the paramount duty of government and shall be impartial and complete. No person shall be denied the equal protection of the laws.

Paragraph III. Freedom of conscience. Each person has the natural and inalienable right to worship God, each according to the dictates of that person's own conscience, and no human authority should, in any case, control or interfere with such right of conscience.

Paragraph IV. Religious opinions; freedom of religion. No inhabitant of this state shall be molested in person or property or be prohibited from holding any public office or trust on account of religious opinions; but the right of freedom of religion shall not be so construed as to excuse acts of licentiousness or justify practices inconsistent with the peace and safety of the state.

Paragraph V. Freedom of speech and of the press guaranteed. No law shall be passed to curtail or restrain the freedom of speech or the press. Every person may speak, write, and publish sentiments on all subjects but shall be responsible for the abuse of that liberty.

Paragraph VI. Libel. In all civil or criminal actions for libel, the truth may be given in evidence; and, if it shall appear to the trier of fact that the matter charged as libelous is true, the party shall be discharged.

Paragraph VII. Citizens, protection of. All citizens of the United States, resident in this state, are hereby declared citizens of this state; and it shall be the duty of the General Assembly to enact such laws as will protect them in the full enjoyment of the rights, privileges, and immunities due to such citizenship.

Paragraph VIII. Arms, right to keep and bear. The right of the people to keep and bear arms shall not be infringed, but the General Assembly shall have power to prescribe the manner in which arms may be borne.

- Paragraph IX. Right to assemble and petition. The people have the right to assemble peaceably for their common good and to apply by petition or remonstrance to those vested with the powers of government for redress of grievances.
- Paragraph X. Bill of attainder; ex post facto laws; and retroactive laws. No bill of attainder, ex post facto law, retroactive law, or laws impairing the obligation of contract or making irrevocable grant of special privileges or immunities shall be passed.
- Paragraph XI. Right to trial by jury; number of jurors; selection and compensation of jurors.
(a) The right to trial by jury shall remain inviolate, except that the court shall render judgment without the verdict of a jury in all civil cases where no issuable defense is filed and where a jury is not demanded in writing by either party. In criminal cases, the defendant shall have a public and speedy trial by an impartial jury; and the jury shall be the judges of the law and the facts.
(b) A trial jury shall consist of 12 persons; but the General Assembly may prescribe any number, not less than six, to constitute a trial jury in courts of limited jurisdiction and in superior courts in misdemeanor cases.
(c) The General Assembly shall provide by law for the selection and compensation of persons to serve as grand jurors and trial jurors.
- Paragraph XII. Right to the courts. No person shall be deprived of the right to prosecute or defend, either in person or by an attorney, that person's own cause in any of the courts of this state.
- Paragraph XIII. Searches, seizures, and warrants. The right of the people to be secure in their persons, houses, papers, and effects against unreasonable searches and seizures shall not be violated; and no warrant shall issue except upon probable cause supported by oath or affirmation particularly describing the place or places to be searched and the persons or things to be seized.
- Paragraph XIV. Benefit of counsel; accusation; list of witnesses; compulsory process. Every person charged with an offense against the laws of this state shall have the privilege and benefit of counsel; shall be furnished with a copy of the accusation or indictment and, on demand, with a list of the witnesses on whose testimony such charge is founded; shall have compulsory process to obtain the testimony of that person's own witnesses; and shall be confronted with the witnesses testifying against such person.
- Paragraph XV. Habeas corpus. The writ of habeas corpus shall not be suspended unless, in case of rebellion or invasion, the public safety may require it.
- Paragraph XVI. Self-incrimination. No person shall be compelled to give testimony tending in any manner to be self-incriminating.

- Paragraph XVII. Bail; fines; punishment; arrest, abuse of prisoners. Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted; nor shall any person be abused in being arrested, while under arrest, or in prison.
- Paragraph XVIII. Jeopardy of life or liberty more than once forbidden. No person shall be put in jeopardy of life or liberty more than once for the same offense except when a new trial has been granted after conviction or in case of mistrial.
- Paragraph XIX. Treason. Treason against the State of Georgia shall consist of insurrection against the state, adhering to the state's enemies, or giving them aid and comfort. No person shall be convicted of treason except on the testimony of two witnesses to the same overt act or confession in open court.
- Paragraph XX. Conviction, effect of. No conviction shall work corruption of blood or forfeiture of estate.
- Paragraph XXI. Banishment and whipping as punishment for crime. Neither banishment beyond the limits of the state nor whipping shall be allowed as a punishment for crime.
- Paragraph XXII. Involuntary servitude. There shall be no involuntary servitude within the State of Georgia except as punishment for crime after legal conviction thereof or for contempt of court.
- Paragraph XXIII. Imprisonment for debt. There shall be no imprisonment for debt.
- Paragraph XXIV. Costs. No person shall be compelled to pay costs in any criminal case except after conviction on final trial.
- Paragraph XXV. Status of the citizen. The social status of a citizen shall never be the subject of legislation.
- Paragraph XXVI. Exemptions from levy and sale. The General Assembly shall protect by law from levy and sale by virtue of any process under the laws of this state a portion of the property of each person in an amount of not less than \$1,600.00 and shall have authority to define to whom any such additional exemptions shall be allowed; to specify the amount of such exemptions; to provide for the manner of exempting such property and for the sale, alienation, and encumbrance thereof; and to provide for the waiver of said exemptions by the debtor.
- Paragraph XXVII. Spouse's separate property. The separate property of each spouse shall remain the separate property of that spouse except as otherwise governed by law.
- Paragraph XXVIII. Enumeration of rights not denial of others. The enumeration of rights herein contained as a part of this Constitution shall not be construed to deny the people any inherent rights which they may hitherto enjoyed.

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How might these lessons be improved?

What additional law topics are you interested in?

Additional Comments:

Return this form to: Dr. John Hoge, Department of Social Science Education, University of Georgia, Athens, GA 30602

Lessons in the 4-7 Supplement

Fourth and Fifth Grade Lessons

AIDS Discrimination In The School **Joyce Alexander and Kristen Porter**

This lesson presents laws protecting individuals against discrimination and shows how these laws apply to people who have AIDS.

Where Have All The Wetlands Gone? **Suzanne Daughtry and Ann Blum**

This lesson teaches students about laws that protect our wetlands and how citizens can help save diminishing wetlands.

Don't Talk To Me Like That! **Sharon Fletcher and Kathleen Judge**

This lesson informs students of the constitutional right to free speech and the limitations on free speech.

Corporal Punishment **Sharon Fletcher and Kathleen Judge**

This lesson informs students of laws and regulations regarding the use of corporal punishment in Georgia's schools.

Beware Of Drugs **Carol Strickland Hall**

This lesson informs students of Georgia's drug laws and the dangers of taking illegal drugs.

Robby Raccoon Strikes Again **Carol Strickland Hall**

This lesson enables students to identify the crime of burglary, recognize its consequences for victims and perpetrators, and design strategies to prevent burglary.

Copy Cats Lose **Carol Strickland Hall**

This lesson teaches students about Georgia's forgery law.

Distributive Justice : An Issue Of Fairness **John Hoge**

This lesson teaches students to consider three factors when deciding fair ways of distributing benefits within a group.

It's Mine! **LoDoris Leavell**

This lesson acquaints students with the various kinds of theft crimes and encourages them to respect the rights and property of others.

Is The Law Really Fair? **LoDoris Leavell**

This lesson teaches students about the Equal Protection Clause of the Fourteenth Amendment to the U.S. Constitution.

Vandalism--Who Plays And Who Pays? **Debra Mooney**

This lesson presents Georgia's laws on vandalism while helping students understand the nature of vandalism and ways they can prevent it.

When Conflicts Occur, Resolve To Solve **Debra Mooney**

This lesson teaches students a mediation approach to resolving everyday conflicts.

Let's Celebrate Our Bill Of Rights**Debra Mooney and Ann Blum**

This lesson teaches students why we have a federal Bill of Rights and the individual rights and responsibilities that are outlined by it.

You Can't Do That! I Have A Right!**Emmett Mullins**

This lesson gives students a clear understanding of their constitutional rights and helps them see how these rights apply to real-life situations.

Give Us Your Tired, Your Poor...Really?**Emmett Mullins**

This lesson teaches students about the processes of immigration and naturalization and leads them to consider whether the laws governing immigration--both today and in the past--are fair.

Do You Know...The Law?**Emmett Mullins**

This lesson teaches students about laws that apply to the everyday lives of juveniles.

We the Students: Writing A Class Bill Of Rights**Emmett Mullins**

This lesson leads students to assume responsibility for their class rules by developing a "Bill of Rights" under which the class will operate.

Child Labor Laws**Toni Wilkerson**

This lesson teaches students the intent and historical background of our child labor laws in the United States.

Sixth and Seventh Grade Lessons**Who Took My Desk?****Joyce Alexander**

This lesson teaches students basic information about the property rights of owners and the limits and responsibilities of property use.

Forgery In The Schools**Joyce Alexander**

This lesson provides an introduction to Georgia's forgery law and helps students understand how it applies to the school setting.

Defamation Of Character:**Slander and Libel****Sharon Fletcher and Kathleen Judge**

This lesson informs students of Georgia's laws regarding libel and slander and their liability regarding false statements.

Is The Prank Worth The Punishment?**Carol Strickland Hall**

This lesson informs students of the laws associated with damage to property and criminal mischief.

First Time Offenders Get A Break**Tammy Lea**

This lesson introduces students to the concept of conditional discharge for first time drug offenders.

I Didn't Think I'd Get Caught!**LoDoris Leavell**

The lesson provides students with knowledge about the juvenile justice process from the time a youth is taken into custody until the case is resolved.

Children at Work! Past and Present**LoDoris Leavell**

This lesson teaches students about Georgia's laws regulating child labor, and offers a historical view of the conditions that led to their enactment.

Who Will Get The Kids?**LoDoris Leavell**

This lesson explains Georgia's laws on child custody and helps students understand their own and their parents' responsibilities in regard to this divorce decision.

It's O.K. to Tell**LoDoris Leavell**

This lesson teaches students about Georgia's laws on rape and the resources available to help deal with the damage caused by these crimes.

Is Just Saying No To Drugs Enough?**LoDoris Leavell**

This lesson provides students with information about the harmful effects of common illegal drugs as well as informing them of Georgia's drug control laws.

I Bought It; I Can Copy It; Can't I?**Emmett Mullins**

This lesson teaches students about the content and purpose of copyright laws and the consequences of copyright infringement.

The Private "I": Whose "I" Matters Most?**Janice Mullins**

This lesson teaches students that privacy is a fundamental right both for individuals and organizations in a democratic society and informs them of safeguards against threats to privacy.

What Took The Joy Out Of Joy Riding?**Janice Mullins**

This lesson informs students about Georgia's auto theft laws and helps students learn to resist involvement in joy riding/auto theft.

A Thief By Any Other Name...**Janice Mullins**

This lesson teaches students about criminal offenses related to theft and informs them of penalties and punishments for conviction of these crimes.

AIDS And The Right To Privacy**Kristen Porter and Joyce Alexander**

This lesson teaches students that the constitutional right to privacy extends to individuals who have contracted AIDS.

May I Use The Phone?**Toni Wilkerson**

This lesson introduces students to Georgia's laws on telephone harassment and teaches other meaningful, legal ways to resolve conflict situations.

Georgia's Water Is No Puzzle!**Toni Wilkerson**

This lesson teaches students about the sources of Georgia's water, the threats to its quantity and quality, and the laws that help protect it.